The Newark Public Schools

In The County of Essex
Newark, New Jersey

The Newark Public Schools

Annual Report

of the Strategic Plan
School Year 2001-2002

All Children *Will* Learn

NEWARK PUBLIC SCHOOLS

<u>A D M I N I S T R A T I O N</u>
2001 - 2002

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State District Deputy Superintendent .... Ms. Anzella K. Nelms

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School Business Administrator

Chief of Staff ....Ms. Bessie H. White

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School Leadership Team I

Assistant Superintendent ....Mr. Benjamin O'Neal
School Leadership Team II

Assistant Superintendent .... Ms. Doris Culver
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Assistant Superintendent .... Ms. Lydia Silva
School Leadership Team IV

Assistant Superintendent ....Dr. Don Marinaro
School Leadership Team V

Associate Superintendent .... Dr. Gayle W. Griffin
Department of Teaching and Learning

Associate Superintendent ....Dr.. Lawrence Ashley
Department of Special Programs

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GOALS

GOAL I   **IMPROVE STUDENT ACHIEVEMENT**

Provide all students with equal access to opportunities that demonstrate high academic standards, high expectations, instructional rigor and alignment with the NJCCCS, and which embody a philosophy of critical and creative thinking.

GOAL 2   **DEVELOP STUDENT MORAL AND SOCIAL RESPONSIBILITY**

Equip students to be productive citizens by addressing needs, enhancing intellect, developing character, and instilling pride and hope

GOAL 3   **STRUCTURE THE ORGANIZATION TO BE EFFICIENT, EFFECTIVE, AND ALIGNED WITH THE DISTRICT MISSION**

Allocate and align resources on the basis of student needs with high achievement as the ultimate goal.

- Schools and district offices will have effective and efficient programs, processes, operations and services to assure that all students and other customers will have access to certificated, highly trained professionals.

- Budget and fiscal systems will support the focus on student achievement through timely and accurate processing of documents.

GOAL 4   **ENFRANCHISE COMMUNITY AND EMPOWER PARENTS**

Engage community and family in meaningful decision-making and planning for Newark children.

GUIDING PRINCIPLES

FOCUS ON STUDENTS

Every Newark Public Schools' employee must be committed to high achievement for all students and assume responsibility for that success. Everyone clearly communicates the vision, focus and goals of the district. All district policies, procedures and activities are aligned in support of student achievement.

HIGH EXPECTATIONS/STANDARDS DRIVEN

All district personnel are constantly analyzing data and feedback to ensure high standards of service and support to enable all students to be successful.

All school communities are constantly monitoring data and feedback to ensure that each student has the necessary personalized support and quality learning environment to meet high standards and expectations for learning.

CARING AND SAFE ENVIRONMENT

The district is committed to safe, clean, aesthetically pleasing educational and work-environments. Students' and ernp1oyees'diverse backgrounds, abilities, interests and needs are respected. Structures and practices that promote personalization and equity of access are provided.

SHARED DECISION MAKING

The district participates openly and honestly in productive, collaborative and reflective communication and systematically solicits feedback from multiple stakeholders. Systematic feedback loops are established to ensure that all stakeholders (including district offices, administrators, teachers, parents and students) are engaged in dialogue for the purpose of shared decision making.

INTRODUCTION

Section I of the Annual Report contains the benchmarks and evaluation and analysis of results for Language Arts Literacy and Mathematics in ESPA, Language Arts Literacy, Mathematics, and Science in GEPA, and Reading, Writing, and Mathematics in HSPA. Section II contains the Compliance and Corrective Action Plans including sections addressing attendance, dropout rates, fiscal and audit, transportation, health and safety, and facilities management plans. In addition, the Unmet Monitoring Indicators for Special Education and Home Schooling are contained in this section. Section III contains the Abbott Implementation reports which include Whole School Reform Implementation, Early Childhood Status, Class Size Reduction, School Management Team reports and the district's Accountability rubrics and report. The final section on Community and Parent Involvement and the Advisory Board provides the conclusion of the report.

The 2001-2002 school year in the Newark Public Schools was one of continuous improvement and commitment to student achievement. The Education Plan was the blueprint for implementing strategies that produced growth and significant increases in achievement in writing at all grade levels. While the benchmarks were not met in all areas, the district can attest to the success of strategies in literacy that produced results that will need to be replicated across all schools.

The Education Plan section of the Annual Report is the substantive report on academic initiatives and progress in schools. It is organized into two categories: Assessment of Performance and Technical Assistance and Support to Schools. Now that every school is implementing a whole school reform model, we have integrated the effects of whole school reform on school achievement in the Assessment of Performance section. The Technical Assistance section lists specific strategies that were implemented throughout district classrooms. Following each strategy is a detailed description of the results and an analysis of its significance. In addition, we give the status of that progress as emerging, progressing or achieved.

During the 2001-2002 school year, the district continued its focus on writing across the content areas. The increase in staff development time to six days allowed more time to work with teachers collaboratively and purposefully to improve instruction in writing. In addition, four pull-out days were permitted per teacher. This limited the frequency of teacher absence from classrooms which had become a problem with an increasing shortage of substitute teachers. The implementation of the Standards Performance Assessment (SPA) as the new district annual assessment is progressing well. We conducted field tests in grades 3, 6, and 7 in the fall of 2001 and actual testing of grades 3, 5, 6, 7, 9, and 10 in the spring. Results from this assessment will be available in the summer of 2002. We expect these results to inform teachers about students' mastery of content standards and what content standards need to be emphasized in the coming year.

The successes reported here stress the need to continue strategies that are working and producing results. Thus, we will continue the initiatives in writing and expand our focus to reading comprehension across all grade levels. They also highlight areas where intervention is necessary. Mathematics instruction demands intervention, more structured staff development, and monitoring. We anticipate that the grant from the National Science Foundation, which will provide over 225 hours of professional development in math content to teachers, will have a substantive impact on the elementary grades preparation of students for higher levels of math instruction.

Finally, the 2001-2002 Annual Report embodies the efforts of all staff to work harder and smarter as we move forward in the ever improving Newark Public Schools.

**ANALYSIS AND IMPACT OF WHOLE SCHOOL REFORM ON ESPA
LANGUAGE ARTS LITERACY**

The results of the spring ESPA Language Arts Literacy revealed that 64.9% of students scored proficient and advanced proficient, which represents a dramatic increase (13%) from the previous year (51.9%).   Forty-three out of forty-nine schools showed increases ranging from less than 1% (Elliot) to 56% (Sussex). **As a result, the district exceeded its 2002 benchmark of 58% by six percentage points. And, the district also exceeded 2002-2003 benchmark of 63% by almost 2%.** Reaching these benchmarks is a significant milestone in the academic achievements of this administration. That we have exceeded the benchmarks ahead of the projected timeframe means we are, for the first time, faced with setting our sights realistically toward reaching New Jersey's 75% benchmark for all students for the 2002-2003 school year.

When compared to district scores in 2000, when the passing rate was 31.1%, the district's increase of 32.8% means we more than doubled our results in three years.   This is a milestone that is especially significant when one considers that all but one school in SLT III, where the poverty rates are highest, increased and the one G. W. Carver (45.3%) remained stable and did not decrease.   Three schools scored 95% and above and two were 100%, Abington and Branch Brook Schools. Abington Avenue School for the second year in a row has achieved the distinction of having all of its grade four students proficient! The district recognized and celebrated Abington's success.   Its principal and his leadership team shared many of its best practices with other principals in mini-workshops sponsored by our superintendent throughout the year.   This sharing reinforced the best practices and "do whatever it takes" attitude that has galvanized the district and produced these results.   Thirteen schools achieved 75% or more of students who were proficient. Only 10 schools failed to have at least half of the students' proficient; there was only school with less than 40% of its students' proficient.   This means that 75% of our elementary schools showed significant improvement. Part B of Section I, Evaluation and Analysis of Strategies, will provide greater detail about implementation of the district's plan.   The Whole School Reform comparison chart below compares these dramatic gains from 2001to 2002.

### *A COMPARISON OF ESPA LANGUAGE ARTS LITERACY RESULTS 2001-2002 BY WHOLE SCHOOL REFORM MODELS*

	School	Cohort	SLT	LANG 2001	2002
Accelerated	Alexander		5	38.1	75.4
	Bragaw		3	36.2	57.6
	Branch Brook		4	94.4	100
	Broadway		4	44.4	51.3
	First Avenue		4	77.6	95.6
	Franklin		4	45.7	67.5
	Hawkins		1	38.1	55.9
	Horton		4	58.7	51
	Lafayette		1	80.8	86.1
	McKinley		4	51	67.3
	Mt. Vernon		5	81.2	88.4
	Oliver		1	79.3	87.7
	Ridge Street		4	78.4	80.3
	Roseville		4	48.1	52
	South 17th Street		5	85.7	69.8
	Wilson Avenue		1	64.6	76
America's Choice	Burnet		1	33.3	26.9
	Rafael Hernandez		4	48.9	61.6
CFL	Martin L. King		1	26.3	65.5

	Camden Street		5	57.9	64.4
	Fifteenth Avenue		5	11.8	52.9
	Fourteenth Avenue		5	56	80
Coalition	Abington		4	100	100
	E. Alma Flagg		4	54.7	50
Comer	Ann Street		1	84.4	89.5
	Chancellor		3	41.9	45.3
	Harriet Tubman		5	66	85.4
	Lincoln		5	42.2	55.1
	Quitman		1	54.2	61.8
	South Street		1	85.4	78.9
	Thirteenth Avenue		5	31.9	49.2
SFA	Avon Avenue		3	18.2	48.4
	Belmont-Runyon		3	22.5	42.4
	Dayton Street		3	45.5	50
	G W Carver		3	45.5	45.3
	Cleveland		1	23.8	59.2
	Eighteenth Avenue		1	27.3	48.7
	Elliott Street		4	49.2	49.5
	Hawthorne		3	30.6	42.2
	L A Spencer		3	41.6	50
	Madison Avenue		3	59.5	74.4
	Maple Avenue		3	51.5	70.9
	Miller Street		3	22.4	58.5
	Newton Street		1	50.7	73.8
	Peshine		3	44.3	47.2
	Roberto Clemente		4	76.2	78.8
	Speedway		5	47.4	40
	Sussex Avenue		1	9.1	66.7
	Warren Street		1	33.3	70.8

Next, we examined the cluster scores to determine patterns of strength and needs in our analysis of these results. We found that writing was our strongest area with 60% of students proficient, an increase 6% from 2001 data. The chart below shows the details. The district's aggressive writing initiatives have produced a culture of writing in every classroom as students record in their journals and polish their "work in progress" in their portfolios. Our next strongest area was working with text (49%), then reading (44%), and finally, analyzing text (39%). This pattern is consistent across our GEPA and HSPA data. Our reading initiatives this year, focused on reading more and longer text. We instituted a 25 book campaign, and provided classroom libraries in all grade 2, 3, 4, classrooms. In addition, we placed over 500 new titles in the media centers and worked closely with the Newark Public Library to add to their children's book collection. Many schools had the principals' book of the month clubs and students organized reading circles. Language Arts Literacy Resource Teachers worked in classrooms modeling best practices and coaching teachers to incorporate these best practices into their classrooms. Every grade 2 – 4 teacher received professional development on guided reading. To address the challenges of the non-reader and poor reader, technology-based reading programs were placed in selected schools. Students used these programs daily to extend their directed instructional time and give them immediate feedback with their independent reading. These strategies worked to produce the gains in literacy that are noted in this report.

ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT

DISTRICT CLUSTER PERFORMANCE IN LANGUAGE ARTS
2001-2002 COMPARISON

WRITING   60
           54
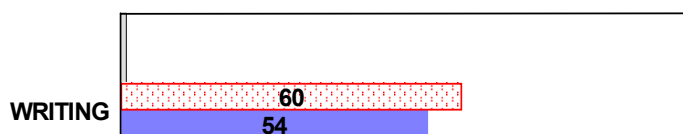
These results take on even greater significance for those schools which have had whole school reform models in place for three years. Students who were in first grade when reforms were adopted in 1998 are now in fourth grade. One can assess the impact of these models on student achievement by examining which models appear to produce the greatest gains in the shortest period of time. District content specialists worked diligently with model developers to infuse NJ CCCS into the practices and professional development sessions.   In many instances, we served as the consultants and presenters. We met regularly with Success For All facilitators to develop a coordinated plan and to address the writing area weaknesses in this model.   Clearly, the investment in time and discussion has produced results that are evidence that collaboration works.   Among the sixteen Accelerated schools, fourteen out of sixteen showed increases ranging from almost 2% (Ridge Street) to 37% (Alexander). As a model, all of its schools are above 50% of students proficient and half of its schools (8) had more than 75% of students proficient.   America's Choice is only in its first full year of operation, and one of the two schools showed increases while the other decreased. We hasten to add however, that there was a change in the principal mid-year that may have contributed to instability.   It also important to note the turn around in Success For All schools this year. There were four schools with achievement levels at 70% or above. Only one school showed a decrease and one school (Sussex) went from single digit scores (9.1%) to 66.7% of its students' proficient.   These mandated reforms coupled with the district supports we have in place, we believe, are making a difference in achievement in our schools.
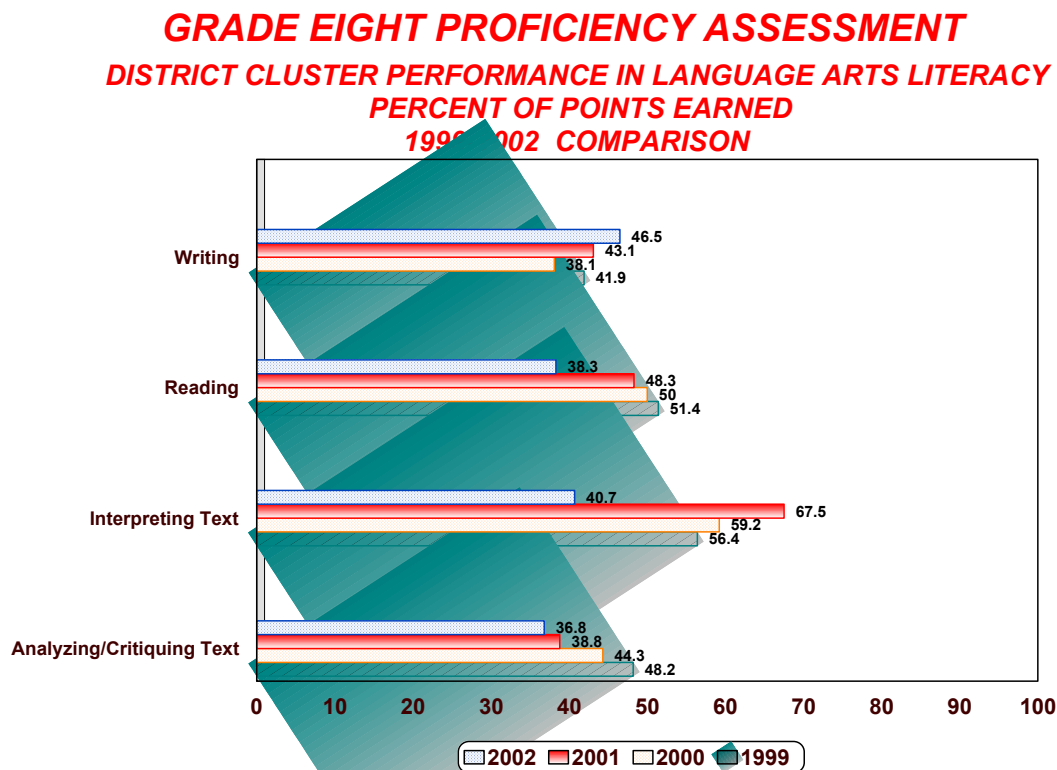
RECOMMENDATIONS AND MODIFICATIONS

It is recommended that the district continue its focus on reading and writing strategies. The need to have Resource Teacher Coordinators who can support teachers using these strategies in classrooms is critical to the success we have noted above. While it is important to provide materials and books and techniques, one must ascertain that teachers know how to use them and have expertise to guide their practice and refinement of the techniques. The district intends to monitor implementation in every classroom to determine the quality of instruction in literacy. This will allow us to standardize and measure the quality of the teaching and the learning. It is also recommended that the district continue to analyze patterns of strength through district assessments so that it can build on what students do well and give constant feedback to school leadership that must monitor instruction. This is particularly important at the lower grade levels where the foundation in reading and writing is important to later school success. It is recommended that the district refine its initiatives in reading and writing to institutionalize these successful strategies into district-wide recognition for students who complete 25 books or who write exceptionally well. It appears that the expansion of the writing across the curriculum to reading and writing across the curriculum is producing the desired results and impact.

ANALYSIS AND IMPACT OF WHOLE SCHOOL REFORM ON GEPA LANGUAGE ARTS LITERACY

The results of the spring 2002 GEPA in Language Arts Literacy revealed a statistically insignificant decrease of .2% from 2001 scores. The district did not meet its benchmark of 64% of students proficient in language arts literacy. We hasten to add however, that district results were stable on the GEPA when other similar districts showed a decline. Given our understanding that the degree of difficulty of this year's assessment may be a factor, the district's results take on greater significance in light of this consideration. The evidence supports the conclusion that students were able to maintain scores when the task became more difficult. Two schools – Luis Munoz Marin and Wilson Avenue- did meet their school benchmarks, however. Eight schools were within 10% of their benchmarks. Eighteen schools showed increases ranging from 2% to 22%.

An examination of the GEPA Proficiency Chart listed below shows cluster performance in four key areas: Writing, Reading, Interpreting Text, Analyzing/Critiquing Text. In rank order, our strongest performance was in the area of Writing (46.5%), then Interpreting Text (40.7%), Reading (38.3%), and Analyzing/ Critiquing Text ((36.8%). One would predict that writing would be the strongest area given the district focus on writing across the curriculum for the past three years. We are very concerned that the reading cluster shows a decline of ten percent and interpreting text, one of our strongest areas, shows a decline of 27%.

GRADE EIGHT PROFICIENCY ASSESSMENT
DISTRICT CLUSTER PERFORMANCE IN LANGUAGE ARTS LITERACY
PERCENT OF POINTS EARNED
1999-2002 COMPARISON

Cluster	2002	2001	2000	1999
Writing	46.5	43.1	38.1	41.9
Reading	38.3	48.3	50	51.4
Interpreting Text	40.7	67.5	59.2	56.4
Analyzing/Critiquing Text	36.8	38.8	44.3	48.2

Prepared by the Office of Planning, Evaluation & Testing

The district continued its initiatives in literacy this year through its novels project. This project placed four novels' study units in every grade 5 through 8 classroom. The units were presented by Literacy Resource Teacher Coordinators who developed and introduced the units, demonstrated key components, and coached teacher use in classrooms. In addition to the novels project, the district promoted a 25 book campaign supported by the purchase of classroom libraries for grades 3 – 8. Each educational media center also received new titles to add to their collections.

We examined the data by whole school reform models which have completed their third year. Now, all schools, with the exception of America's Choice, have chosen a model and are implementing it with a level of understanding and expected proficiency. (America's Choice has specific literacy components that were implemented this year; these schools are at the introduction phase of their model.) The students are now in grade eight and we can now draw conclusions about their impact on student achievement. Five out of nine of the Accelerated Schools showed increases in achievement. For CES, CFL, Comer, and Co'Nect, it appears that half of the schools showed increases. Eleven out of twelve SFA schools showed increases. We believe this progress can be attributed to fewer students entering the lower grades reading below grade level. Our Literacy Office worked closely with SFA representatives and school-level facilitators to more closely align their strategies with district needs and the NJ CCCS. SFA is acknowledging the weaknesses in their model and we are working to fill the gaps.

Three Year Trend In GEPA Language Arts Literacy
By Whole School Reform Model

Model	School	Cohort	SLT	Language Arts Literacy 2000	Language Arts Literacy 2001	Language Arts Literacy 2002
Accelerated	Bragaw		3	35.5	51.3	18.2
	First Avenue		4	67.9	50	*** 68**
	Hawkins		1	50	60.4	55.2
	Horton Avenue		4	44	45.5	37.6
	Lafayette		1	86.1	82.2	76
	Oliver		1	81.3	74.8	61.8
	Ridge		4	45.8	59.5	49.5
	South 17th Street		5	16.3	32.4	25.5
	Wilson		1	74.7	68.8	****88.2**
America's Choice	Burnet Street		1	43.5	44.2	22.2
	R. Hernandez		4	25.7	23.8	**26.7**
	Morton		1	43.6	29.7	**50.9**
	Vailsburg		5	27.6	42.1	38.4
CFL	M L.King		1	34.1	47.5	36.7
	Louis Munoz Marin		4	40.4	56.7	****78**
CES	Abington		4	74	95.5	* 94.9
	E. A Flagg		4	30.4	30.8	29.5
Comer	Ann Street		1	94.2	88.9	*** 92.8**
	Chancellor Avenue		3	42	42	31.5
	Thirteenth Avenue		5	40.9	45.9	*** 52.6**
Co'nect	Camden Middle		5	43.6	41.4	**44.2**
SFA	Avon Avenue		3	12.3	20.3	**38.6**
	Brown Academy		3	27.9	12.5	**20**
	G W Carver		3	30.6	20.5	**24.7**
	Dayton Street		3	55.6	47.4	**48.6**
	Hawthorne		3	44.2	41.9	**47.6**
	Maple Avenue		3	54	50	**56.9**
	Miller Street		3	32.4	30.3	**37.2**
	Newton Avenue		1	48.5	27.7	**28.5**
	Peshine		3	46.9	46.1	**54.9**
	L A Spencer		3	25.3	28.9	23.9
	Sussex Avenue		1	48.7	33.3	**43.8**
	Warren Street		1	43.5	42.9	**47.8**
Alternative						
	University		2		94.1	*** 95.7**

*   within 10% of school benchmark

**   achieved school benchmark

RECOMMENDATIONS AND MODIFICATIONS

It is recommended that the district continue the initiatives begun three years ago with an emphasis on writing and expanded in the 2001-02 year to include reading and writing. The coaching and modeling of literacy strategies by Resource Teacher Coordinators is proving to be the model for staff development because it impacts directly on teachers in classrooms. The district intends to use every available resource to support its initiative to place more books in classrooms as part of the 25 book campaign. We must challenge our students to read more and longer. Also, utilizing the strategies teachers learn from the novel project units to deepen students' study and skill in interpreting and analyzing text will be critical. We will continue to collaborate with SFA representatives to align their model to the NJ CCCS and district initiatives. It is imperative that all schools understand and respond to the directive that additional time in the schedule be given to writing in SFA schools.

ANALYSIS AND IMPACT OF WHOLE SCHOOL REFORM ON
GEPA MATHEMATICS

The results of Mathematics GEPA reveal 31% of students demonstrated proficiency and advanced proficiency which represents an increase of 4.5% from 2000-01 to 2001-02. We did not meet the benchmark of 51% of students scoring proficient on GEPA Math. The data shows we missed the benchmark by 20%. Twenty-two out of thirty-two schools showed increases ranging from two percent (2%)to twenty-eight percent (28%) that are especially encouraging. Clearly, the district focus on standards-based reforms is beginning to show progress. The chart below shows four year's of cluster area trends. General math knowledge increased by 3.7% while problem-solving skills increased by 6.5%; data analysis and probability increased by 14.1%; spatial sense and geometry increased by 1.7% and, number sense showed an increase of 5.8%. This is the first year we have observed increases in five out of the six cluster areas.

GRADE EIGHT PROFICIENCY ASSESSMENT
DISTRICT CLUSTER PERFORMANCE IN MATHEMATICS
PERCENT OF POINTS EARNED
1999-2002 COMPARISON
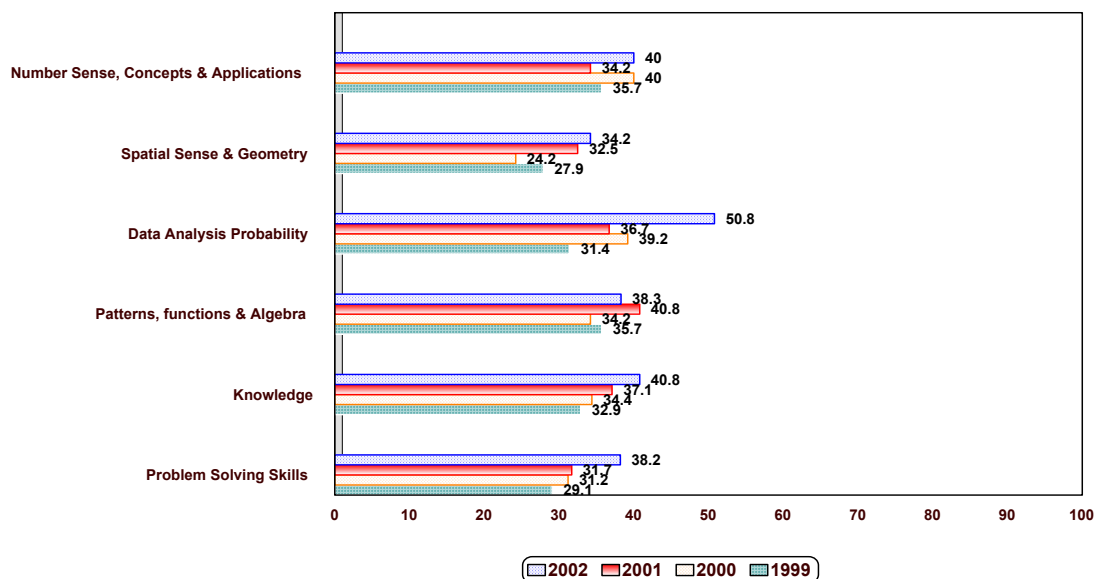
Prepared by the Office of Planning, Evaluation & Testing

This continued progress in Mathematics reflects the difficult but steady gains the district has to overcome to reach the benchmarks for mathematics. We attribute the growth to our commitment to standards-based reform strategies such as criterion-referenced testing, in-class support by Math Resource Teachers at the elementary level, where many of our staff have limited math knowledge, and a revised comprehensive Math implementation plan put in place in the Fall of 2001. All grade levels administered mid-term and final exams, ESPA and GEPA Labs, weekly problem-solving tasks, and district-developed math notebooks. We have had to compensate for the weak math skills in our teaching staff and therefore, acknowledge that this is our most challenging content area. Only two schools- Abington and University- have attained the 75% state benchmark. Only five schools- Abington, Ann, University, Luis Munoz Marin, and Thirteenth Avenue- reached their 2001-02 district benchmark.

When we examine the data by whole school reform model, we note that five out of nine Accelerated Schools showed increases. For America's Choice, CFL, CES, Comer schools approximately half of the schools in each model showed increased scores. Eight out of twelve Success For All schools showed increases. We hasten to add that the models do not address reforms in mathematics specifically, so increases in this content area are totally attributed to efforts of the district. These efforts include establishing GEPA labs monitored by Math Resource Teacher Coordinators modeling for teachers standards-based math. See chart below for data on the three year trends in math by Whole School Reform model.

THREE YEAR TREND IN GEPA MATHEMATICS BY WHOLE SCHOOL REFORM MODEL

Model	School	SLT	GEPA	GEPA	GEPA
Accelerated			Mar-00	Mar-01	Mar-02
	Bragaw	3	3.2%	15.4%	**22.2%**
	First Ave	4	25.9%	35.5%	**48.7%**
	Hawkins	1	12.5%	29.2%	24.1%
	Horton	4	13.3%	35.5%	30.6%
	Lafayette	1	47.7%	58.9%	58.0%
	Oliver	1	42.9%	37.4%	**42.1%**
	Ridge	4	21.7%	37.3%	**39.9%**
	S. 17th St	5	4.7%	39.5%	21.6%
	Wilson	1	44.8%	53.1%	**69.1%**
America's Choice					
	Burnet	1	8.3%	16.7%	8.7%
	Hernandez	4	9.9%	7.6%	**13.8%**
	Morton	1	16.3%	17.6%	**41.1%**
	H. Wilson	1	5.6%	14.6%	8.5%
	Vailsburg	5	11.1%	13.6%	**25.5%**
CFL					
	Marin	4	18.2%	48.8%	**64.9%**
	MLK	1	12.2%	17.0%	14.3%
CES					
	Abington	4	37.2%	92.8%	**97.4%**
	Flagg	4	10.7%	7.7%	6.5%
COMER					
	Ann	1	67.3%	62.9%	**73.5%**
	Chancellor	3	7.8%	28.0%	18.5%
	13th Ave	5	25.0%	27.0%	**55.3%**
Co'NECT					
	Camden Mid	5	12.9%	12.8%	**20.0%**

SFA					
	Avon	3	1.5%	2.9%	**8.6%**
	Brown	3	11.5%	3.2%	3.1%
	GW Carver	3	7.1%	8.0%	7.4%
	Dayton	3	10.7%	15.8%	14.7%
	Hawthorne	3	15.9%	23.3%	**33.3%**
	LA Spencer	3	14.0%	7.1%	**13.7%**
	Maple	3	22.0%	8.1%	**30.5%**
	Miller	3	5.3%	6.3%	**34.9%**
	Newton	3	20.0%	23.4%	**32.6%**
	Peshine	3	23.4%	51.5%	40.2%
	Sussex	1	2.9%	2.3%	**18.8%**
	Warren	1	13.0%	14.3%	**21.7%**
Alternative Model					
	University		47.9%	82.4%	**91.3%**

RECOMMENDATIONS AND MODIFICATIONS

In last year's annual report and a comprehensive Strategic Plan for Science, Mathematics, and Related Technology (SMART), the district cited its needs in detail. While we cannot report that these needs have been met, we can state that we have moved closer to addressing them. From over thirty teacher vacancies in math to none in one year, the adoption of standards-based math materials for 2002-03 school year, ESPA and GEPA labs in all schools in one year, to a substantial National Science Foundation award for professional development for all K – 8 teachers, we are responding and addressing the crisis. It is our intent to have all classrooms use student-centered problem-solving techniques, knowledgeable math teachers at the elementary grade levels, and a model standards-based instructional program in place. With these in place, the momentum will generate the kind of focus that we have achieved in writing.

ANALYSIS AND IMPACT OF WHOLE SCHOOL REFORM ON GEPA SCIENCE

The spring results of the GEPA Science reveal an overall increase of 2.1% from 31.2% in 2001 to 33.3% for 2002. Twenty-three schools showed gains ranging from 1% to 20%. This brings the district within less than 2% difference between its benchmark of 35%. Last year, we were within 1% of our benchmark. Ten schools met the benchmark in science- Ann Street, Martin L. King, Lafayette, Wilson Ave., University, Abington, Marin, Thirteenth, and Vailsburg. We attribute the growth this year to the adoption of the grade 7 and 8 standards-based curriculum materials for these grade levels. This adoption was different from the K-6 materials because they remain in the school. Although the modules are matched to NJ Core Content Curriculum Standards, it has been brought to our attention that there were items tested that are not covered in the curriculum. It is our intent to engage in review of the materials and the GEPA Science specifications and Practice Tests. If there are missing areas of content, this will be corrected.

An examination of the cluster areas of the Science GEPA reveal strengths and weaknesses in students' performance. In all three content areas, the process and cognitive skills results are flat over the three years. The chart below shows this in detail. While all scores in all areas are low, earth and physical science are lower that life science. We attribute these weaknesses to a lack of knowledge by our teachers at strong content knowledge in science. In our strategic plan, Science, Mathematics, and Related Technology (SMART) has identified these weaknesses and the district plan was developed for 2001-02 that required students to keep a science notebook to record experiments, vocabulary, and class notes. In addition, to more closely monitor use of modules, we collected the assessments from each as it was completed. Midterm and final exams for grades 3 and 6 were cumulative tests that measured all content taught from the previous grade levels on that particular topic. Even though the state suspended the ESPA Science, we wanted to communicate to teachers that science is important and must continue to be taught even though for now there would not be the same level of accountability at the state level.

GRADE EIGHT PROFICIENCY ASSESSMENT
DISTRICT CLUSTER PERFORMANCE IN SCIENCE
PERCENT OF POINTS EARNED -2000-2002 COMPARISON

Prepared by the Office of Planning, Evaluation & Testing
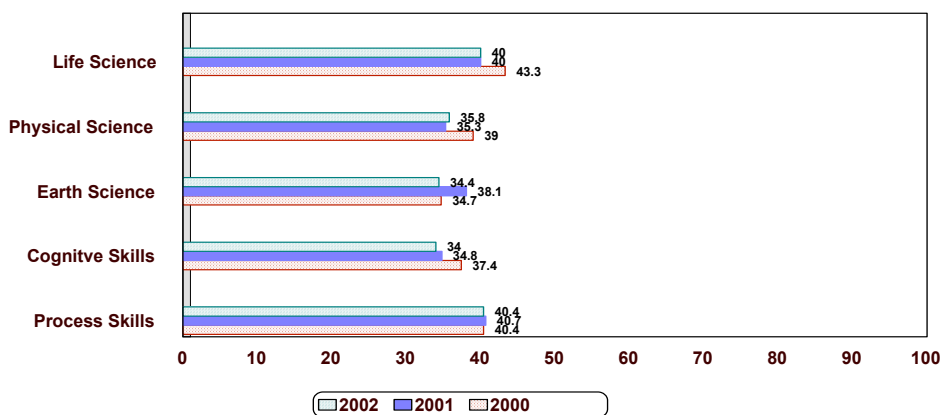
A three year examination of science achievement by whole school reform models reveals the growth of individual schools in this area. It should be noted that schools where science is emphasized showed progress. We saw evidence of this growth in the number and quality of school projects submitted for our first annual district-wide science fair this spring. Also, many of the schools where we see measurable progress have a lead science teacher who is able to work with elementary teachers directly in the classroom as they teach. This boosts the confidence of the teacher and gives him or her a colleague to support and coach them in organizing the materials and incorporating science into instruction daily. Because of shortages of science teachers, every school does not have a lead science teacher. However, schools do have the support of the district's Banneker Science Center staff with expert Resource Teachers who are in schools and in the center conducting classes directly for students. They model the content and show how easy it is to incorporate science into the weekly schedules.

The chart below shows that there is no discernable pattern to growth in science. This is supported by the overall district cluster data above. None of the models specifically focuses on that content area and the SFA Social Studies and Science Unit was not implemented. The efforts to improve science occur only in the district-initiated reforms.

THREE YEAR TREND IN GEPA SCIENCE BY WHOLE SCHOOL REFORM MODEL

Model	School	SLT	GEPA	GEPA	GEPA
Accelerated			Mar-00	Mar-01	Mar-02
	Bragaw	3	0	12.9	**17.8**
	First Ave.	4	41.3	40.8	**59**
	Hawkins	1	17.1	31.3	24.1
	Horton	4	26.6	28.9	22.4
	Lafayette	1	63.1	67.8	**72**
	Oliver	1	61.1	53.5	36
	Ridge	4	27.1	36	**55.7**
	S. 17th St.	5	2.3	28.9	15.7
	Wilson	1	59.8	61	**66.1**
America's Choice					
	Burnet	1	7.7	20.9	10.9
	Hernandez	4	20.7	19.2	15.6
	H. Wilson	1	7.5	35.4	25.9
	Morton	1	14.3	17.6	**19.6**
	Vailsburg	5	21.1	23.3	**30.3**
CFL					
	Marin	4	27.3	32.8	**41.6**
	MLK	1	12.2	22	**26**
CES					
	Abington	4	45.1	91.3	**94.7**
	Flagg	4	12.3	12.5	**24.6**
Comer					
	Ann St.	1	76.9	86.4	**88.8**
	Chancellor	3	24.5	35.3	**42.6**
	13th Avenue	5	15.9	21.1	**30.8**
Co'Nect					
	Camden Middle	5	23.8	25	22.2
SFA					
	Avon	3	12.3	5.8	**11.3**
	Brown	3	14.7	10.4	10.3
	GW Carver	3	8.4	14.8	14.6

	Dayton	3	28.6	26.3	26.5
	Hawthorne	3	16.3	14	**23.8**
	LA Spencer	3	11	10.7	10.9
	Maple	3	28	22.4	**40.7**
	Miller	3	13.5	12.5	**15.9**
	Newton	1	31.4	23.4	22.4
	Peshine	3	23.8	41.2	**43.4**
	Sussex	1	11.8	9.3	**31.3**
	Warren	1	26.1	23.8	21.7
Alternative					
	University	2	85.1	94.1	**95.7**

RECOMMENDATIONS AND MODIFICATIONS

The district has now completed the adoption of a total standards-based curriculum in science. It is a hands-on curriculum that is developmentally appropriate and content rich. The evidence above points to the need to ensure that it is properly taught and that we support that goal with science specialists at the school and district level. Because we recognize that we will not be able to place a specialist in every school, we have a model for lead science teachers to teach the content to their colleagues. We hope in the future to be able to supply every classroom with modules similar to the grade 7 and 8 adoption so that the materials area available to students all of the time. We have identified several schools who have expressed a desire to pilot this initiative. It is also our intent to implement the strategic plan recommendations that the district pursue external resources such as the National Science Foundation Math, Science Partnerships collaborations. These links with universities and science agencies may be our only resource for expanding the opportunities for our students. An example of this is a newly established science partnership with Rutgers University for three middle schools (Project MOST) funded by the Coca Cola Foundation. The NASA-Signals of Spring partnership at Ann Street School is another. These kinds of efforts, though, need to occur in every school so every student has this level of support.

ANALYSIS AND IMPACT OF WHOLE SCHOOL REFORM ON HSPA

An analysis of the impact of Whole School Reform on the High School Proficiency Assessment will reflect the fact that this is the first year of the assessment. The data this year are baseline measures of student achievement and will not be comparable until year two. The chart below shows individual school data. However, it is significant to note that our baseline in Language Arts Literacy is 60.6% which is higher than our actual Reading score on the HSPT II (56.9%). So, we start out with a higher baseline on a more rigorous assessment. We believe our students have these higher scores because of the tremendous effort and emphasis the district has placed on literacy across the curriculum. We are confident that our new baseline will be surpassed in 2002-2003; as well, we expect to approach the state's 75% passing rate in Language Arts Literacy by the benchmark year. The baseline for mathematics (32%) is indicative of the difficulties we have noted in mathematics achievement from the lower grades which is reflected in the higher levels. We have much work to do to improve this content area. Strategies to address this subject include adopting the Cognitive Tutor curriculum for Algebra and Geometry. This program combines teacher instruction and computer instruction to enhance student learning. It has been highly rated as an exemplary program by the National Science Foundation. At this writing, we do not have cluster scores available for comment on trends and patterns of strength and need due to the late return of the HSPA.

HIGH SCHOOL PROFICIENCY ASSESSMENT - 2002
PERCENTAGE OF STUDENTS AT EACH PROFICIENCY LEVEL - SLT II

SCHOOL	(N)*	LANGUAGE ARTS			MATH		
		Partially Proficient	Proficient	Advanced **Proficient**	Partially Proficient	Proficient	Advanced Proficient
Arts	117	4.3	85.5	10.3	41.9	57.3	0.9
Barringer	202	61.4	38.1	0.5	89.8	10.2	0.0
Central	11	45.5	54.5	0.0	100.0	0.0	0.0
East Side	244	50.0	48.4	1.2	76.8	22.8	0.0
Gateway Academy	11	81.8	18.2	0.0	100.0	0.0	0.0
Science	107	2.8	69.2	28.0	4.7	72.6	22.6
Malcolm X Shabazz	184	55.4	44.0	0.5	92.8	7.2	0.0
Technology	134	20.9	77.6	1.5	50.0	49.3	0.7
University	106	3.8	84.0	12.3	20.8	71.7	7.5
West Kinney	13	76.9	23.1	0.0	87.5	12.5	0.0
Weequahic	155	46.5	52.3	0.0	81.3	17.4	0.0
West Side	204	48.5	51.0	0.5	84.7	15.3	0.0

* The number in the parenthesis is the number of students who took the HSPA language subtest. The number of students who took the math and science subtests may vary slightly.

RECOMMENDATIONS AND MODIFICATIONS

Our work to improve achievement and thus graduation preparation for high school students will continue. The district plans to work intensively with the high school level includes
➢ More Resource Teacher Coordinator supports, demonstration classes, and strategies for incorporating HSPA skills into instruction;
➢ Use of resources in the new Literature Adoption that stress reading and writing across the curriculum; continue support of National Urban Alliance in content disciplines;
➢ Introduction of standards-based computer mathematics courses that allow us to compensate for teacher and student deficiencies in math background knowledge.

REPORT ON 2001-2002 SAT I SCORES

A comparison of the district's SAT I scores to the state data indicates a slight increase (+1) in Newark Public Schools results has occurred while the state data shows a slight decrease (-1). See below for an illustration of this. Both Verbal and Math increased by 1 point. Chart 1 on the following page compares scores for the past three years on the Verbal and Math sections.

COMPARISON OF SAT VERBAL AND MATH MEAN SCORES BY SCHOOL
2001 - 2002

SCHOOL	NO. TESTED 2001	NO. TESTED 2002	VERBAL			MATH		
			MEAN SCORES 2001	MEAN SCORES 2002	1-YEAR DIFFERENCE	MEAN SCORES 2001	MEAN SCORES 2002	1-YEAR DIFFERENCE
ARTS HIGH (M)	108	106	424	420	-4	410	412	+2
BARRINGER HIGH	90	103	343	337	-6	356	354	-2
CENTRAL HIGH (V, M)	48	23	318	329	+11	339	344	+5
EAST SIDE HIGH	126	140	378	366	-12	417	399	-18
SCIENCE HIGH (V, M)	112	121	473	487	+14	499	505	+6
SHABAZZ (V)	125	102	350	352	+2	361	355	-5
TECHNOLOGY (V)	71	100	388	392	+4	397	389	-8
WEEQUAHIC HIGH (M)	83	81	347	346	-1	348	360	+12
UNIVERSITY HIGH (M)	74	76	445	435	-10	442	451	+9
WEST SIDE HIGH	67	101	360	355	-5	377	369	-8
DISTRICT (V, M)	904	954	386	387	+1	399	400	+1

(West Kinney tested 1 students. Due to the low number tested West Kinney was excluded from the table.)

Chart 2 below compares SAT I Verbal and Math mean scores by schools and indicates that two schools (Central and Science) had gains in Verbal and Math sections; five schools (Arts, Shabazz, Technology, Weequahic, University) had gains in the math or verbal sections. The district has implemented SAT training opportunities for teachers to integrate SAT strategies and activities in classroom lessons. Each comprehensive school has SAT support programs that will be expanded to all high school in the upcoming year. The Office of Extended Day Programs will continue its after school SAT Prep classes which are available to students after school.

DISTRICT AND STATE SCORES ON SAT 1
VERBAL AND MATH SCORES – 2002

THREE YEAR COMPARISON

		1999-2000	**2000-2001**	**2001-2002**	**1 Year Difference**
VERBAL	Newark	377	386	387	+1
	State	498	499	498	-1
MATH	Newark	399	399	400	+1
	State	513	513	513	0

TECHNICAL ASSISTANCE AND SUPPORT TO SCHOOLS

The Education Plan section of the 2001-2002 Strategic Plan identified the state, district, and classroom assessment to be used to evaluate the successful implementation of each strategy. With regard to the areas that identify the status of strategies we have established a rubric to explain and guide progress toward the goal of student achievement. The rubric identifies four level of progress. *Accomplished*, meaning strategy implemented; *Emerging* meaning evidence of some improvement; *Progessing* meaning evidence of consistent improvement; and *Achieved* meaning the district has met the benchmark. Except in a few areas, the assessments that measured student achievement were evaluative tools that were repeated throughout the document. When possible, in an effort to avoid repetition, Action Steps that rely on the same or very similar methods of evaluation are grouped together, which resulted in the commingling of strategies. An analysis and a discussion of the impact of the action steps follow the grouping of action steps. Recommendations and/or suggested modifications follow the analysis.

| Strategy #1: | Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning. |
| Strategy #3: | Implement a reading and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric. |

EVALUATIONS Grade K-2 Students: Yopp-Singer Phonemic Awareness (for K), Letter ID, Hearing & Recording Sounds Assessment, Writing Vocabulary Spree, Developmental Reading Assessment, Sight Word Test and scored student Writing. Grade 3-5 -Developmental Reading Assessment for grade 3, Sight Word Test, pre and post scored writing; Grade 6- - Pre and post scored student writing; midterm and final examinations; Secondary- pre and post scored student writing and midterm and final examinations.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	NO	EMERGING	PROGRESSING	ACHIEVED
1.1 Develop and distribute to SLTs and the schools K-5, 6-8 and 9-12 Language Arts Literacy guides that incorporate standards, goals and objectives.	20	✓				✓
1.2 Continue and expand elementary and middle school demonstration sites focusing on reading/ literacy studies and writing and add demonstration sites at grade 11.	20	✓				✓
1.3 Develop independent reading reading practice at Grade 2 across the district.	20	✓			✓	
1.6. Link the literacy resource teacher coordinator with specific classrooms that will become demonstration sites.	21	✓			✓	
3.1 Educate key stakeholders in the Cognitive Apprenticeship model and modeled, assisted, and independent writing strategies.	33	✓			✓	

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
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ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	NO	EMERGING	PROGRESSING	ACHIEVED
3.3 Pilot K-2, 3-5, 6-8 and 9-12 writing assessment guides and distribute to the SLTs and all classroom teachers.	33	✔			✔	
3.4 Design and deliver in-services to K-2 classroom teachers in order to teach modeled, assisted and independent reading strategies.	34	✔			✔	
3.5 Distribute to PreK-12 teachers an assessment manual that outlines all district required literacy assessments.	33	✔				✔
3.8 Develop and implement a sustained silent reading program conducted two times a week for 20 sustained minutes per day in English classes at the freshmen, sophomore and junior levels at all high schools.	34	✔			✔	

NARRATIVE

K-3 Language Arts Literacy Assessments

In Fall, 2001 and Spring, 2002, the Observation Survey was used by classroom teachers to formally assess K-3 students using standardized literacy measures. Kindergarten students were assessed on their ability to identify letters by name; sound or word association; analyze words heard or said through letter/sound association; write known words in a timed segment; accumulate a reading sight vocabulary; and compose a written text. The assessments used for Kindergarten students were the Letter Identification Task, Writing Vocabulary Spree, the Yopp-Singer Test of Phonemic Segmentation, Hearing and Recording Sounds in Words (Spring only), High Frequency Word Test (Ohio Word Test) (Spring only), Text Level Reading – Developmental Reading Assessment (DRA-Spring only), and Concepts About Print (Spring only) .

Students in grades one and two were assessed on their ability to identify letters by name, sound or word association; analyze words heard or said through letter/sound association; write known words in a timed segment; accumulate a reading sight vocabulary; read leveled text independently with 90% accuracy; and compose a written text. First grade students were assessed using the Letter Identification Task, the Writing Vocabulary Spree, the Hearing and Recording Sound in Words, the High Frequency Word Test (Ohio Word Test) and the Text Level Reading (DRA). Students in grades two were assessed using Dictation and the Slosson Reading Word Test, in place of the Hearing and Recording Sounds in Words and the Ohio Word Test. Students in grade three were assessed on their ability to accumulate a reading sight vocabulary; read leveled text independently with 90% accuracy; and compose a written text. The assessments used were the Slosson Reading Word Test and Text Level Reading (DRA).

These standardized observation measures provide teachers with the opportunity to observe and record *each* child's response while reading and writing. To improve instruction, teachers need to observe children's responses for competencies and confusions, strengths and weaknesses, processes and strategies used, and prior literacy knowledge. The information collected is used by classroom teachers and tutors to inform their instruction by creating literacy portraits of individual children, which pinpoint each student's location on the learning continuum. Further, these data guide teachers' decision-making as they form and re-form flexible instructional groups that reflect the dynamics of students' changing needs throughout the course of the school year. In the Fall of 2000, teachers in grades K-3 were in-serviced district-wide to enhance their ability to accurately administer the Observation Survey. New teachers and teachers in need of additional support received training in 2001, enabling them to administer and score each measure. Further, Resource Teacher Coordinators (RTCs) from the Office of Language Arts Literacy provided on-site support to primary grade teachers during the assessment period. The measures were then forwarded to the School Leadership Team offices for review.

In the Spring, kindergarten students were assessed to see how well they understood sixteen concepts about print. The kindergarten benchmark is twelve. Specifically, students were assessed to see how well they could access concepts about print including: front of book, where to begin reading, left to right progression., return sweep, identification of print as the message, one-to-one print match, concept of first and last, left page before right, punctuation (period, comma and quotation marks), capital and lowercase letter pairs, letter and word boundaries, first and last letter of a word, and capital letter. As can be seen on the following table, eighty-three of the students met or exceeded the benchmark. Students scoring below the benchmark need to have daily shared reading and interactive writing experiences where the teaching points center around concepts about print.

A Comparative View of Student Performance on the Concepts About Print task Using End-Of-The Year Benchmarks Spring, 2002

Concepts About Print	Percentage of Students Who Scored Below the End-Of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored Below the End-Of-the-Year Benchmark Spring 2002	Percentage of Students Who Scored At or Above the End-Of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored At or Above the End-Of-the-Year Benchmark Spring 2002
Kindergarten	**N/A**	**17%**	**N/A**	**83%**

ANALYSIS AND IMPACT

A review of the data for the 2001-2002 school year shows that early childhood literacy techniques are beginning to show positive growth across the K-3 spectrum. At almost every level of the Observation Survey, students made significant gains. The data from Fall 2001/Spring 2002 and Spring 2001/Spring 2002 were recorded and analyzed in the following tables. Because of the importance of these measures in predicting long-term literacy, it is imperative that we discuss the information in some depth. The data compares percentages of students meeting end-of-year benchmarks in Fall and Spring, as well as Spring to Spring, to determine growth across time.

A Comparative View of Student Performance on the Observation Survey Using End-Of-The Year Benchmarks Fall, 2001 and Spring, 2002

	K	K	1	1	2	2	3	3
	2001	2002	2001	2002	2001	2002	2001	2002
Letter Identification								
Below	79%	16%	81%	28%	41%	11%	N/A	N/A
At or Above	21%	84%	19%	72%	59%	99%	N/A	N/A
Writing Vocabulary								
Below	99%	34%	99%	50%	97%	71%	N/A	N/A
At or Above	1%	66%	3%	50%	3	29%	N/A	N/A
Yopp-Singer								
Below	94%	38%	N/A	N/A	N/A	N/A	N/A	N/A
At or Above	6%	62%	N/A	N/A	N/A	N/A	N/A	N/A
Hearing/Recording Sounds								
Below	99%	34%	93%	54%	91%	78%	N/A	N/A
At or Above	1%	66%	7%	46%	9%	22%	N/A	N/A
Word Test Tasks								
Below	N/A	44%	95%	47%	90%	63%	85%	52%
At or Above	N/A	56%	5%	53%	10%	37%	15%	48%
DRA								
Below	N/A	55%	97%	54%	89%	45%	88%	42%
At or Above	N/A	45%	3%	46%	11%	55%	12%	58%

ANALYSIS AND IMPACT

A comparative view of student performance with regard to letter identification for grades K, 1, and 2 can be seen. It is important to remember that the data represent student performance at the beginning of the school year with regard to meeting end-of-the-year benchmarks. As such, a higher percentage of students are below the benchmark than when the assessments were conducted in spring. Nonetheless, the data do provide one with the ability to determine tentative analysis of programmatic strengths and needs. This data reflect significant gains and improvement across all tested areas in grades K, 1, and 3. However, grade 2 rates of growth are behind the other grades except on Letter Identification (+40%) and the DRA (+44%) results. In the other tested areas, more than 60% of student did not meet the benchmark. (Improvement can be seen across the all grade levels.) However, it is imperative that kindergarten students exit being able to identify all of the letters. In order to read, students need to be able to use the alphabetic code. Failure to identify letters inhibits their reading performance. Seventy-nine percent of kindergarten students entered school performing below the benchmark. Only 3 percent of the kindergarten students knew all 54 letters. At the end of the year, eighty-four percent of the kindergarten students were able to identify at least 48 of the 54 letters. In comparison, only 19% of those same children could identify at least 48 out of 54 letters in the Fall. This growth is promising.

Similarly, eighty-one percent of the assessed first graders were not able to meet the grade level benchmark (identifying all 54 letters) in the fall. Only 19 percent of the first graders could identify all of the letters. In comparison, 59 percent of the assessed second graders could identify all of the letters. At the first and second grade levels, it is reasonable to expect that all children exiting these grades can identify all of the letters. Although progress was made at these grade levels, a significant percentage of students will enter second (28%) and third grade (11%) next fall unable to identify all of their letters.

The kindergarten benchmark on the Yopp-Singer Test of Phonemic Segmentation is six. To meet the benchmark, a child must be able to correctly segment 15 to 17 words out of the possible 22 words. This assessment is not administered to first or second grade students. Students scoring below the benchmark are considered to be at risk as readers. The ability to segment phonemes in a sound stream is a precursor to reading. It serves as an excellent predictor of how well a child will read by grade 1. Thirty-eight percent of our kindergarten students who were assessed are largely at risk. This will depend upon how well they will be able to learn how to read when they enter first grade given that the students performed below the benchmark. By comparison, 91% of the students entering Kindergarten scored below the beginning of the year benchmark in the fall.

Hearing and Recording Sounds in Words is a dictation task. This task measures students' phonemic awareness and ability to represent heard sounds with graphemes (phonics). The end-of-the-year benchmark for kindergarten requires students to be able to hear and record 23 of the 37 phonemes. The end-of-the-year benchmark for grade 1 requires students to be able to hear and record 36 out of 37 phonemes. At the second grade level, students would need to be able to correctly record 49 out of 50 phonemes. The table below indicates tremendous growth in understanding of sound/symbol match at all three grade levels. Further review of information is necessary to explain the disparity between students leaving one grade at high levels of performance, and entering the next at much lower ones. Entry scores for grade 1 and grade 2 do not reflect the mastery reported at the end of grades K and 1. It is difficult to determine if the differences can be attributed to scoring or expectations, as at each grade level there are disparities.

Students entering kindergarten are entering with very low scores in phonemic awareness. An emphasis on phonemic awareness in our pre-school program is expected to enhance student awareness of sounds in oral language. Pre-school students should then begin to transfer this awareness to sound/symbol matching as they are exposed to phonological awareness and print concepts in the pre-school program.

*A Comparative View of Student Performance on the Hearing and Recording Sounds in Words Task
Using Beginning-Of-The Year Benchmarks for Fall, 2001 and End-of-the-Year Benchmarks for Spring, 2002*

Hearing & Recording Sounds in Words Task	Percentage of Students Who Scored Below the Beginning-of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored Below the End-of-the-Year Benchmark Spring 2002	Percentage of Students Who Scored At or Above the Beginning-of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored At or Above the End-of-the-Year Benchmark Spring 2002	+/- Growth (End of the Year Benchmark)
Kindergarten	**93%**	34%	**7%**	66%	+ 59%
Grade 1	**66%**	54%	**36%**	46%	+ 10%
Grade 2	**46%**	78%	**60%**	22%	N/A

Performance at the beginning of grade 1 is also weak. The beginning-of-the-year benchmark in first grade was level 5. To achieve this measure, students needed to be able to write at least 10 out of 37 phonemes correctly. This assessment is *only given to grade 2 students who do not meet the benchmark at the end of grade 1*. The beginning-of-the-year benchmark in second grade was level 5. To achieve this measure, students needed to be able to write at least 36 out of 50 phonemes correctly. In contrast to the entering first grade data, second grade students' performance is measurably improved, with 60 % of the students able to meet this benchmark.

The Writing Vocabulary Spree measures students' control over their basic writing vocabulary by having students write all of the words they can remember in a ten-minute period of time. The kindergarten benchmark is level 6, which means that students would be able to write at least 22 words correctly in a ten-minute period of time. The first grade benchmark is level 9, which means that students would be able to write at least 41 words correctly in a ten-minute period of time. In second grade, the benchmark is level 9 which means that students would be able to write at least 81 words correctly in a ten-minute period of time.

*A Comparative View of Student Performance on the Writing Vocabulary Spree Using Beginning
-Of-The Year Benchmarks Fall, 2001 and End-Of-The Year Benchmarks Spring, 2002*

Writing Vocabulary Spree	Percentage of Students Who Scored Below the Beginning-Of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored Below the End-Of-the-Year Benchmark Spring 2002	Percentage of Students Who Scored At or Above Beginning-Of-the-Year Benchmark Fall 2001	Percentage of Students Who Scored At or Above the End-Of-the-Year Benchmark Spring 2002	+/- Growth
Kindergarten	**88%**	**34%**	**12%**	**66%**	+ 54%
Grade 1	**73%**	**50%**	**28%**	**50%**	+ 22%
Grade 2	**61%**	**71%**	**39%**	**29%**	- 10%

The above table suggests that students have a significant lack of control over their basic writing vocabulary. The beginning-of-the-year benchmark in kindergarten was level 3. To achieve this measure, students needed to be able to write at least 7 correctly spelled words. The beginning-of-the-year benchmark in first grade was level 5. To achieve this measure, students needed to be able to write at least 20 correctly spelled words. The beginning-of-the-year benchmark in second grade was level 5. To achieve this measure, students needed to be able to write at least 36 correctly spelled words. When we examine the beginning of the year benchmarks for the Writing Vocabulary Spree, student performance at all grade levels is very low. Percentages of students achieving the benchmark, however, rise as students enter grade 1 and grade 2. The concern, nonetheless, is that a significant number of students are still performing below entry grade level expectations despite early interventions in literacy.

The High Frequency Word Test (Ohio Word Test) samples a child's reading vocabulary. Both the Ohio Word Test and the Slosson Oral Reading Test help teachers gauge the level of automaticity students show when decoding high

frequency words. As can be seen on page 5, students sight word knowledge is well below the intended end-of-the year benchmark. Significant growth is reported on this sub-test of the Observation Survey. Over the course of the year, in grades K and 1, more than half of the students achieve grade level benchmark scores. Grade 3 students had close to 50% benchmark achievement, but although significant growth is reported, students across grade levels show significant deficits. Students in grade 3 were tested for the first time this fall.

A Comparative View of Student Performance on the High Frequency Word Tasks Using Beginning-Of-The Year Benchmarks Fall, 2001

High Frequency Word Tasks	Percentage of Students Who Scored Below the Beginning-Of-the-Year Benchmark	Percentage of Students Who Scored At or Above the Beginning-Of-the-Year Benchmark
Kindergarten (Ohio Word Test)	**N/A**	**N/A**
Grade 1(Ohio Word Test)	**77%**	**23%**
Grade 2 (Slosson Word Test)	**79%**	**21%**
Grade 3 (Slosson Word Test)	**64%**	**36%**

When beginning of the year benchmarks are used for comparison, as depicted in the above table, a significant need in the area of word recognition is revealed at all grade levels. The beginning-of-the-year benchmark in first grade was level 5. To achieve this measure, students needed to be to orally read aloud at least 10 out of 20 words correctly. The beginning-of-the-year benchmark in second grade was level 5. To achieve this measure, students needed to be able to orally read aloud at least 66 out of 200 words correctly. The beginning-of-the-year benchmark in third grade was level 5. To achieve this measure, students needed to be able to orally read aloud at least 88 out of 200 words correctly.

An assessment of students' text level reading was conducted for K-3 students using standardized procedures for recording oral reading as well as responses to comprehension questions around standardized leveled texts. An individual conference was conducted with each child providing the opportunity for teachers to record reading behaviors through the use of Running Records (a system for recording conventions). Utilizing this information the teacher could determine an instructional reading level (at least 90 percent accuracy.)

The DRA data reflects improvements of 19 % in Kindergarten, 14 % in Grade 1, and 4 % in Grade 2 over the Spring 2001 results. Students in Grade 3 were tested for the first time this fall. However, as can be seen on page 5, students entering first grade have little control of text-based reading. Performance for students entering grades 2 and 3 are also in the bottom quartile. Although significant gains are made, in grades K and 1, a majority of students do not meet the grade level benchmarks, and will therefore, enter classes in September with significant deficits and/or gaps to be closed. Gaps that are frequently more than one year. Students who score below the benchmarks are at risk and need sustained literacy instruction.

In the following table, student performance is gauged for long-term reading difficulties to beginning-of-the-year benchmarks. The beginning-of-the-year benchmark in first grade was level 5. To achieve this measure, students needed to be able to read and comprehend representative text level 4, which is a pre-primer text. The beginning-of-the-year benchmark in second grade was level 5. To achieve this measure, students needed to be able to read and comprehend representative text level 16, which is an end of first grade text. The beginning-of-the-year benchmark in third grade was level 5. To achieve this measure, students needed to be able to read and comprehend representative text level 24, which is an end of second grade text.

A Comparative View of Student Performance on the DRA Using Beginning-Of-The Year Benchmarks Fall, 2001

DRA	Percentage of Students Who Scored Below the Beginning-Of-the-Year Benchmark	Percentage of Students Who Scored At or Above the Beginning-Of-the-Year Benchmark
Kindergarten	**N/A**	**N/A**
Grade 1	**72%**	**28%**
Grade 2	**61%**	**39%**

Grade 3	48%	52%

The percentage of students who entered being able to control and comprehend representative beginning of the year grade level texts shows promise in the third grade with more than half of the students being able to read an end of second grade level text (at least text level 24). Students who can control reading at text level 24 are well on their way to becoming proficient intermediate grade level readers as they have developed the inner control necessary when reading text. This improvement can be attributed to the efforts of the in class support provided by Language Arts Literacy Resource Teacher Coordinators and the strategies provided through Children's Literacy Initiative training for grades 1and 2 teachers.

The beginning of the year results for first grade are highly problematic given that only 28 percent of the assessed students can control and comprehend at text level 4. Students performing at this level are still at the pre-primer stage of reading. Inner control, the ability to effectively use multiple cueing systems when reading, is not yet developed.

ANALYSIS AND IMPACT

To summarize, significant progress has been reported from Fall to Spring. Examining Spring 2002 data, more than 50% of kindergarten students achieved the grade level benchmarks, with more than two-thirds of the students achieving benchmarks on letter identification, phonemic segmentation, hearing and recording sounds, writing vocabulary and concepts about print. In only one area, DRA, did the majority of students (45%) fail to achieve the benchmark. Grade 1 students present a less successful picture, with only half the students meeting or exceeding the benchmark in writing vocabulary and recognizing high frequency words. Letter Identification is puzzling in that although 72% of the students knew their letters, one would expect 100% mastery in grade 1. Hearing and Recording Sounds and Developmental Reading Assessment posted 46% achievement of benchmark. Grade 2 students see a major decline in achievement in hearing and recording sounds, recognizing high frequency words and writing vocabulary. Growth is seen on Letter Identification (89%), but still is less than 100% mastery of letter identification is even less acceptable in grade 2. It appears that there are lower scores on item components, but increased mastery of text level reading (55%). Grade 3 data is only available for Word Identification (48%) and text level (58%), which is the highest percentage obtained.

Patterns identified include a continual decline from kindergarten to grade 2 in Hearing and Recording Sounds, word recognition and writing vocabulary. The exact opposite is true with regard to text reading. Each year sees an increase in the percentage of students meeting the benchmark from kindergarten to grade 3. Letter identification is posted at 84% in kindergarten, declines to only 73% in grade 1 and rises back up to 89% in grade 2. This reflects the exponential increases in quantity of words students must know once basic decoding and encoding skills are learned. In fact, the knowledge is not accumulative but rather expansive. It is not that they don't know what they knew but that they have to know more and use more than what they knew and apply it to increasingly more difficult and less frequently encountered words. Exposure to literature and vocabulary become a key factor in closing this gap. This means that the amount of reading, listening and comprehension must be increased.

Using this data alone, one could assume that our primary grade program has students slowly, but steadily learning to read text at an appropriate grade level. Troubling, however, would be the decline in item knowledge, which on the phonics component, Hearing and Recording Sounds shows a 20 percentage point drop from kindergarten to grade 1 and another 24 percentage point drop in grade 2 performance. Once the alphabetic principle has been learned, it should not be forgotten. Declines in word knowledge, 16% and 21% drops in writing vocabulary and 3% and 16% decline in identifying frequently occurring words are recorded. It is difficult to reconcile higher performance on text level reading as picture supports decline at higher levels, when students are also showing declines in phonics and word recognition skills. This may mean that we need to continue to support teachers in their use and interpretation of the data collected.

Further examination requires a return look at performance on past measures. Below is a comparison of scores for the same population as they move from grade K to grade 1, from grade 1 to grade 2 and in a limited form for

students moving from grade 2 to grade 3. No such comparison is available for grade K as those students would not have scores from Spring 2001.

A Comparative View of Student Performance on the Observation Survey Using End-Of-The Year Benchmarks Spring, 2001 and Spring, 2002

	K	K	1	1	2	2	3	3
	2001	2002	2001	2002	2001	2002	2001	2002
Letter Identification								
Below	25%	16%	34%	28%	21%	11%	N/A	N/A
At or Above	75%	84%	66%	72%	79%	99%	N/A	N/A
Writing Vocabulary								
Below	49%	34%	60%	50%	75%	71%	N/A	N/A
At or Above	51%	66%	40%	50%	25%	29%	N/A	N/A
Yopp-Singer								
Below	49%	38%	N/A	N/A	N/A	N/A	N/A	N/A
At or Above	51%	62%	N/A	N/A	N/A	N/A	N/A	N/A
Hearing/Recording Sounds								
Below	61%	34%	63%	54%	78%	78%	N/A	N/A
At or Above	52%	66%	37%	46%	22%	22%	N/A	N/A
Word Test Tasks								
Below	61%	44%	55%	47%	65%	63%	85%	52%
At or Above	39%	56%	45%	53%	35%	37%	15%	48%
DRA								
Below	74%	55%	64%	54%	49%	45%	88%	42%
At or Above	26%	45%	36%	46%	51%	55%	12%	58%

By comparison, the Spring 2002 data represented a marked improvement or the results of the Spring 2001 assessment. Growth for kindergarten students is reflected in every area assessed ranging from +9% to +15%. Grade 1 students recorded growth in all areas as well with improvement ranging from +6% to +10%. As reflected in the Fall 2001 to Spring 2002 analysis, grade 2 data reflects minimal growth (+2% - +4%) growth, except in Letter Identification, where 89% of the students tested met the benchmark. Grade 3 students showed the most improvement, with close to 50% of student meeting the benchmark on Word Test Tasks and close to 60% of students meeting the benchmark on the DRA. The improvement in kindergarten across all tested areas may be attributed to the use of more effective instructional strategies in the preschool program. In addition, the growth in Grades K-3 can be attributed to stability and focus of the administration of the Office of Language Arts Literacy, refinement of implementation strategies and in class support to teachers.

RECOMMENDATIONS AND MODIFICATIONS

- Identify at risk students who scored below the benchmark in letter identification and need explicit instruction in visual discrimination of print and letter formation.
- Provide daily instruction that focuses children's attention on the formation of letters, specifically, the movement pattern that occurs as a letter is being written. Coupled with interactive writing, this instruction will provide students with a systematic process whereby they learn how to analyze the specific features of letters.
- Provide staff development and effective materials to implement explicit instruction in phonemic awareness strategies in grades K-2. The single most reliable predictor of young students' later success in reading, is their ability to segment sounds in a sound stream (phonemic awareness). Students performing below the beginning of the year benchmark should be targeted for daily phonological awareness instruction.
- Inform first grade teachers that closely examining how their incoming students perform on the hearing and recording sounds in words task and the letter identification task will help to determine the strengths and needs of their students and the next steps they need to take to insure that students gain mastery of the alphabetic principle.
- Provide intensive and daily interactive writing alongside an aggressive writing program based on the Writers' Workshop model and a comprehensive letter and word study program across the K-2 span in order to insure that all of the students can hear and record sounds.
- Provide students with scaffolds in their individual attempts to achieve mastery of the sound/symbol match. The inability to do this will prohibit youngsters from reading.
- Provide word study through the use of the Readers' and Writers' Workshop models and comprehensive letter and work study program are essential across the K-2span in order to insure that students are gaining proficiency in seeing and using a variety of vocabulary. At the individual classroom level, teachers should have students who performed below the benchmark do monthly vocabulary writing sprees, until they meet the benchmark.
- Initiate monthly vocabulary writing sprees at the individual classroom level , for students operating below the benchmark, until students meet the standard.
- Incorporate intensive word study as well as familiar rereading and guided reading need into a daily regime. Students need to systematically proceed from sound recognition to letter recognition and on through the stages of word study. The use of open and closed sound, letter, and word sorts; harvesting sight words, personal word study notebooks, word walls, and interactive writing represent instruction that would benefit all primary grade students.
- Provide opportunities for all students, regardless of performance, to benefit from daily shared reading, phonics instruction, familiar rereading of texts, guided reading, letter and word study, interactive writing, and independent writing.

The 2001-2002 school year marks the beginning of continuous progress for students in essential literacy skills as measured by the Observation Survey, a nationally known measurement tool that is highly regarded as an effective tool for assessing K-3 student achievement. The district has implemented an aggressive primary reading program that, coupled with a twenty-five book standard for all students will result in district-wide improvement as students move to the intermediate and high school levels. The recommendations and modifications will be incorporated into the 2002-2003 Education Plan to ensure that the district continues this upward trend.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
Strategy #3:	Implement a reading and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: Grade K-2 Students: Yopp-Singer Phonemic Awareness (for K), Letter ID, Hearing & Recording Sounds Assessment, Writing Vocabulary Spree, Developmental Reading Assessment, Sight Word Test and scored student Writing. Grade 3-5 -Developmental Reading Assessment for grade 3, Sight Word Test, pre and post scored writing; Grade 6- - Pre and post scored student writing; midterm and final examinations; Secondary- pre and post scored student writing and midterm and final examinations.

PRE AND POST SCORED WRITING

NARRATIVE

In order to assess students' capabilities to write in kindergarten and grade 1, teachers were directed to collect and score three (3) consecutive writing samples from each student. In the Fall and Spring students in grades 2 and 3 were asked to write a procedural narrative. Students in grades 4 and 5 were assigned to write a response to a picture-linked writing prompt . In addition, students in grades 6, 7, and 8 were directed to write a response to a persuasive writing prompt. Students in grades 9-12 responded to a HSPT/HSPA like writing prompt. *In grades K and 1, different benchmarks were established for the beginning-of-the-year data collection because of the developmental nature of the writing process at those grades.* Students in grades 2-11 used the same benchmarks for both Fall and Spring administrations of the assessments.

ANALYSIS AND IMPACT

In reviewing and comparing all of the K-8 data, less than one-third of the assessed students (31%) entered their respective grade levels able to demonstrate writing that met the end-of-year grade level benchmark. For the end-of-year assessment, the district data reflects 55% of the students reached the benchmark. This reflects a 24% increase in student achievement over the course of the year. It also reflects the exact same percentages reported in Spring of 2001. Beyond grade 1, benchmarks remained the same for Fall and Spring assessments. If we were to remove the grades K and 1 data from the comparison, the growth in student performance for students is grades 2-8 is 42% district-wide which reflects a 13% gain in student achievement. It is significant to note that students' writing demonstrated statistically significant growth at every grade level. At the kindergarten level, 63% of the students met the Spring benchmark, which was to write one complete sentence. This represents a significant gain of 58% for kindergarten students reaching the benchmark from Fall to Spring and a 10% gain over last year's results. Every effort should be made for all students to meet this writing demand. The highest percentages of students are reaching the benchmarks in grades K-2, with the highest percentage (67%) reaching the benchmark in grade 2. We attribute the increases in grades K-2 to the district-wide implementation of interactive writing strategies, professional development, and in-class support to teachers by RTCs.

A comparison of student growth from Spring 2001 to Spring 2002 indicates a 10%, 3%, 4%, 17% and 6% improvement in student progress in grades Kindergarten, 3, 7, 8 and 9 respectively. There was a 3-5% decrease in students meeting the grade level benchmarks in grades 1, 2, and 4-6. Students whose writing was judged to meet the grade 3 benchmark must write texts that represent written work that would be considered proficient by ESPA benchmarks. Given this context then, it is critical to sustain the gains evidenced in second and third grades while all the time attending to those students who are performing below the grade-level benchmarks. Attention must be given to advancing students beyond the critical level of performance necessary to achieve the grade 3 benchmark, the difference between meeting the 2nd and 3rd grade benchmarks.

GRADE LEVEL	Below the Benchmark Spring 2001	At or Above the Benchmark Spring 2001	Below the Benchmark Fall 2001	At or Above the Benchmark Fall 2001	Below the Benchmark Spring 2002	At or Above the Benchmark Spring 2002	+/- Growth (Fall/ Spring)	+/- Growth (Spring/ Spring)
K	47%	53%	95%	5%	37%	63%	58%	10%
1	31%	69%	62%	38%	36%	64%	32%	-5%
2	28%	72%	54%	46%	33%	67%	21%	-5%
3	49%	51%	74%	26%	46%	54%	28%	3%
4	52%	48%	74%	36%	55%	45%	9%	-3%
5	47%	53%	66%	34%	50%	50%	16%	-3%
6	50%	50%	69%	31%	53%	47%	16%	-3%
7	52%	48%	67%	33%	48%	52%	19%	4%
8	39%	40%	60%	40%	43%	57%	17%	17%
9	51%	49%	57%	43%	45%	55%	10%	6%
10	N/A	N/A	42%	58%	39%	61%	3%	N/A
11	N/A	N/A	41%	59%	39%	61%	2%	N/A

At the first grade level, 64% of the students exited being able to compose a two-sentence story. Although this represents a 5% decline from last year's grade 1 results, it also represents a 13% increase for this group of students reported as kindergarten students in Spring, 2001, and a 26% gain for first grade students achieving the benchmark from Fall to Spring. Although this gain is significant, the expectation for first grade merely demands a growth from one sentence to two. Given that these students attended full-day kindergarten and many had attended one to two years of pre-school, one would expect that more students would be able to perform at benchmark. It is imperative that all grade one students be able to compose a story of at least two punctuated sentences. In order to meet the grade 2 benchmark, second grade students needed to earn a three (3) or better on the rubric. The narrative procedure needed to be clearly written and contextualized with an opening and conclusion. In order to meet the grade 3 benchmark, third grade students needed to earn a four (4) or better on the rubric.

In so doing, the narrative procedure needed to be clearly written and contextualized with an opening and conclusion, organized into paragraphs, and written with evidence of syntactical control. Perhaps the requirements of the procedural writing task in grade two are not comparable to the grade 1 narrative requirements. This represents a 3% gain in comparison to results reported for grade 3 students in Spring, 2001, but it also represents an 18% decline when compared to this same group of students when assessed as 2nd graders in 2001. The benchmarks are different at these two grade levels. When comparing grade 3 student performance from Fall to Spring, a 28% improvement is reported. Student performance, at the fourth and fifth grade levels were below the district mean performance (55%), in the Spring 2002. As the tasks that students responded to were directly connected to the ESPA and GEPA, readiness for these measures can be marked. It is notable that, while there was a slight decrease between the Spring 2001 and Spring 2002 (3% in each grade), there is a substantial increase in grades 4 & 5 between Fall, 2001 and Spring, 2001(22% for grade 4 and 19% for grade 5). This may have been a leveling out year giving us sustaining. At grade 4, the writing focus shifts from a procedural task in grade 3, to a speculative task in grade 4. We need to compare the tasks at these grades as well as the rubrics. As the data on the Writing portion of the ESPA was baseline last year, we will review the 2002 writing data to determine improvement when it becomes available.

Students' writings for grades 6, 7, and 8 were assessed using the Registered Holistic Scoring Method (RHSM) rubric. Student performance at the sixth and seventh grade levels were below the district average, whereas eighth grade students' writing performance exceeded the district mean by 2%. In grade six, from Fall 2001 to Spring 2002 there was a gain of 16%, in grade 7 for the same time period, there was a gain of 19 % and in grade 8 the gain was 17 %. These are all notable gains however, there is significant loss each year from the Spring to the Fall. We must look at the " Summer Loss" and other contributing factors and develop strategies to minimize these decreases. The gains made during the school year must be kept during the summer months and become the base for the next year. This will allow students to continue their positive movement in building literacy-related skills. The district has made writing a focus for the past three years. It should be noted that proficiency rates on the Writing portion of the GEPA improved by 5% on the 2001adminstration and by 3.4% on the 2002 assessment. This represents accumulative growth of 8.4% over the past two years after a decline of –3.8% in 1999.

In grades 9-11, the high school writing task consisted of a *Writing Situation* and *Directions for Writing*, consistent with the format of the GEPA, HSPT and HSPA. A comparison of data from the fall to spring administration reflect gains across comprehensive and magnet high school of 12.1% and an aggregate gain of 2.5% in grade 9, 4.6% and an aggregate gain of 2.7% in grade 10, and 6.1% and a aggregate gain of 1.9% in grade 11. This year the HSPA will provide baseline data, however, we will review the data provided in subsequent years to determine if the writing samples are accurate predictors of success on the state high school assessment.

While we believe that the increase in the percentages of students who met the benchmark during the 2001-2002 school year represents effective district-wide implementation strategies, significant increases in students' performance in writing are necessary across all of the assessed grade levels as evidenced by the percentages of students (ranging from 33% - 55%) that did not score at or above the benchmark. Several factors may have contributed to these gains including the focus on writing and on-site support for teachers provided through the Office of Language Arts Literacy, the focus on writing to learn strategies, and the continuation of the National Urban Alliance training for secondary teachers. We recommend continuation of these strategies during the 2002-2003 school year.

- At the pre-kindergarten and kindergarten level, it is recommended that an intensive phonological awareness program be systematically implemented in all non-Success For All (SFA) schools. At SFA sites a meta-analysis of the phonological instructional components of the program should be directly taught to all pre-kindergarten and kindergarten teachers and administrators so that they understand what the instructional practices are, and why such practices are essential for young children's literacy development.
- Primary grade teachers should be acknowledged for their collective literacy work.
- Modeled writing, shared writing, interactive writing, guided writing, and independent writing workshop that utilizes conferring structures need to be implemented across all grade 1 and 6 classrooms.
- Modeled writing, shared writing, and independent writing workshop that utilizes conferring structures need to be implemented across all grade 3 classrooms.
- Differentiated instruction needs to be employed so students who are working below grade level can be accelerated. Flexible grouping practices, embodied in an apprenticeship model needs to be understood and employed by primary grade teachers and intermediate grade teachers.
- Teachers must have the materials necessary to engage students in a yearlong writing workshop.
- Guided reading needs to be established, reinforced, or in some cases, continued across grades 1-6.
- Emphasize cognitively guided writing instruction at the third through fifth grade levels.
- Differentiated instruction needs to be employed so students who are working below grade level can be accelerated. Flexible grouping practices, embodied in an apprenticeship model need to be understood and employed by intermediate grade teachers.

- Teachers must have the materials necessary to engage students in a yearlong writing workshop.
- Reciprocal teaching, silent guided reading, and literature-based studies need to be established, reinforced, or in some cases, continued across grades 3-5.
- A comprehensive word study program needs to be employed in grades 3-8.
- Review of the scoring process used.
- Required calibration of those scoring (or a team of chief scorers at each site working with resource teachers).
- Integration of procedures to check the validity of the scores reported.
- Teachers must have the materials necessary to engage students in a yearlong writing workshop.
- Reciprocal teaching and literature-based studies need to be established, reinforced, or in some cases, continued across grades 6-8 with an emphasis on building students' understanding of textual features and genres from both reading and writing stances.
- Before, during, and after reading and writing strategies need to be explicitly taught in mathematics, science, and social studies classes in order for students to confidently and effectively read and write mathematical, scientific, and social science texts.
- A comprehensive word study program needs to be employed in grades 6-8.
- A comprehensive sustained silent reading program needs to be employed in grades 6-8.
- Integration of procedures to check the validity of the scores reported.
- Provide sustained writing instruction and opportunities for writing across genre in the classroom
- Collect and reviewing district-wide student writing samples across the range of possible points on the RHSR.
- Provide rubric workshops for teachers in secondary school during the 2002-03 school year.

RECOMMENDATIONS AND MODIFICATIONS

Fall and Spring district writing scores indicate that, while we have difficulties in sustaining longitudinal growth, the three year research based writing practices that are in place age beginning to have an effect across the district. With continued professional development, we expect that the trends reflected in the data will translate into improved growth for students.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
Strategy # 2:	Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.
Strategy #3:	Implement a reading and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS Students reading score on HSPA (baseline); Pre and post writing results; Newark/Paterson SPA; writing results for K-11 students; Pre and post assessments that measure ESPA, GEPA, and HSPA Language Arts Literacy and Mathematics skills; SAT assessments

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	ACCOMPLISHED NO	EMERGING	PROGRESSING	ACHIEVED
1.4 Support literacy-based initiatives at all high schools through demonstration lessons, planning sessions, and coaching.	21	✔		✔		
1.5 Closely monitor each high school's professional development plan recommending and and approving any necessary revisions to the plan at quarterly intervals during SY 2001-2002.	21	✔		✔		
1.7 Provide all eleventh-grade teachers and department chairpersons with mandatory in-services (September through February) focusing on literacy-based instruction that is intended to enhance student performance on the Language Arts Literacy portion of the High School Proficiency Assessment (HSPA).	21	✔			✔	

	Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
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	Strategy #3:	Implement a reading and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS Students reading score on HSPA (baseline); Pre and post writing results; Newark/Paterson SPA; writing results for K-11 students; Pre and post assessments that measure ESPA, GEPA, and HSPT Language Arts Literacy and Mathematics skills; SAT assessments

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	ACCOMPLISHED NO	EMERGING	PROGRESSING	ACHIEVED
2.1 Design and administer pre and post writing assessment in grades K-11 fall and spring.	28	✔			✔	
2.2 Provide baseline and comparative report in November 2001 that establishes the relative strengths and needs as indicated by the results of the reading and writing assessments.	28	✔			✔	
2.10 Implement ESPA, GEPA, HSPA, and SAT Preparation programs via The context of After School Programs.	31	✔		✔		

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.		
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Strategy #3:	Implement a reading and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.		

EVALUATIONS Students reading score on HSPA (baseline); Pre and post writing results; Newark/Paterson SPA; writing results for K-11 students; Pre and post assessments that measure ESPA, GEPA, and HSPA Language Arts Literacy and Mathematics skills; SAT assessments

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES NO	EMERGING	PROGRESSING	ACHIEVED
3.6 Develop and implement a sustained silent reading program conducted two times a week for 20 sustained minutes per day during English class periods at the Freshman, Sophomore and Junior levels at all high schools.	34	✔	✔		
3.7 Increase the availability of paperback texts at all schools so that students and teachers have a plethora of text to read for pleasure.	35	✔		✔	

NARRATIVE

Pre and post writing assessments using performance-based tasks were conducted across grades K through 11. In the fall, the writing assessments provided the District with a baseline that was descriptive of student performance as measured against established grade-level benchmarks. Assessments were conducted in the Spring 2002 in order to gauge student progress with regard to the established benchmarks. Data was also available from Spring 2001 in grades K-9. Youngsters in grades 9 and 10 were assessed using writing samples for the first time in the fall. It is important to note that the district benchmarks were rigorous. The benchmarks for district writing tasks in grades 4 through 11 imitated the New Jersey Department of Education's writing tasks as found on ESPA and GEPA-all exceeded the State's "Just Proficient Means" scores. To meet the district benchmarks, students' writing would need to be higher than the necessary score to pass the writing portion of the state tests.

ANALYSIS AND IMPACT

The true test of alignment to the NJCCCS is student performance on state assessments. Only the GEPA data is currently available for review, however, it reflects two years of significant growth. We attribute this growth to the three years of focus on writing strategies across the district. We believe that upon review of the ESPA and HSPA data we will see similar trends.

RECOMMENDATION AND MODIFICATIONS

Review the data the determine schools in need of support in data analysis and implementation of appropriate strategies to improve student achievement.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
Strategy # 2:	Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

EVALUATIONS Use of site pre and post assessment forms as developed by Voyager.

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES NO	EMERGING	PROGRESSING	ACHIEVED
1.19 Implement curriculum (i.e., Foundations, Voyager, the Lightspan Program, the Science Outreach Program and Robotics) at After School Youth Development Sites.	**25**	✓	✓		

NARRATIVE

The Office of Extended School Day Programs sponsored two SAT preparation programs during the school year. Program sessions were conducted for three hours a day, two days per week. Prior to the beginning of the program, teachers were in-serviced in the use of the Kaplan Program and test-taking strategies. Students were supplied with prep books for the program. Two high schools participated in the program.

ANALYSIS AND IMPACT

The district is researching other SAT preparation programs to meet the needs of all students who request this intervention and support while preparing for the college entrance examinations. Programs need to be initiated at all magnet and comprehensive high schools so that students are able to take advantage of this support and service.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.
Strategy # 2:	Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

EVALUATIONS: Teacher observations; a juried evaluation; sample copies of the matrix correlated to the NJCCCS and other content areas.

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	NO	EMERGING	PROGRESSING	ACHIEVED
1.20 In-service administrators and visual and performing arts staff in the implementation of updated curriculum guides.	25	✔			✔	
2.11 Develop and distribute assessment models and rubrics for the (a) elements of music, and (b) visual arts elements and principles of design.	31	✔			✔	
2.12 Develop and distribute a visual and performing arts matrix correlated to the NJCCCS and other content areas.	31	✔			✔	
3.12 Develop writing prompts congruent with the principles of Cognitive Apprenticeship for visual and performing arts teachers in grades K-12 using key concepts of aesthetics, critique, and history.	35	✔			✔	

NARRATIVE

An assessment model for visual and performing arts was developed for courses in elementary general music, music foundations, elementary general art, art foundations, and elementary dance. The domain included knowledge/cognition (history, elements and principles, and facts), practical/performance (viewing visual art pieces and viewing and/or listening to performing art pieces), and writing (prompt directed toward problem solving or persuasive writing) and item delineation incorporated multiple choice, listening and viewing, and essay.

The four-point rubric constructed to assess music performance critiques scales, prepared solos, prepared ensemble parts, sight-reading, preparedness, lesson attendance, and performance attendance. The visual arts rubric is also a four-point structure assessing portfolio review, participation in school exhibitions, and participation in district-wide exhibitions/contests.

A visual and performing arts matrix correlated to the NJCCCS was developed and distributed. It illustrates the correlation and integration of the visual and performing arts with other content areas in grades 4, 8, and 12.

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.

CPI's
1.1.1 By the end of Grade 4, students will communicate their responses to dance, music, theater and visual arts with supporting statements based on aesthetics.
1.1.2 By the end of Grade 8 students will understand that arts elements, such as color, line, rhythm, space, and form, may be combined selectively to elicit a
 specific aesthetic response.
1.1.3 By the end of Grade 8 students will communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical
and evaluative terms
1.1.4 By the end of Grade 12, students will demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles,
trends and movements in an art form.

HEALTH & PHYS ED	LANG ARTS LITERACY	MATH	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES	CROSS CONTENT WORKPLACE READINESS
2.2,2.4	3.1,3.2,3.3, 3.4,3.5	4.1,4.2,4.3, 4.7,4.8,4.9, 4.10,4.11	5.1,5.3,5.9, 5.11,5.12	6.1,6.2,6.3, 6.4,6.5, 6.6,6.7,6.8, 6.9	7.1,7.2	• Develop career planning and workplace readiness skills. • ***Use technology, information and other tools.*** • Use critical-thinking, decision-making and problem solving skills. • Demonstrate self-management skills.

* Above is an example of a section of the matrix developed.

ANALYSIS AND IMPACT

During the past year, the Office of Visual and Performing Arts has developed and distributed the assessment models, rubrics, and matrix. The next step is to provide systematic and ongoing staff development so that the teachers will become proficient in using the assessment models, rubrics, and matrix as they strive to improve student achievement.

RECOMMENDATIONS AND MODIFICATIONS

Now that assessment models, rubrics, and matrix have been developed, continue to in-service teachers in the use of assessment models and rubrics initiate monitoring the use of these tools.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

EVALUATIONS: Survey of staff to determine the comprehensiveness of the content and the effectiveness of the format for the curriculum guides; IDEA and the Maculaitis II assessment; Logs of classroom visit; Staff develop feedback forms;
Pre and post survey

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	ACCOMPLISHED NO	EMERGING	PROGRESSING	ACHIEVED
1.22 Develop and distribute to SLTs and schools revised secondary ESL curriculum guides for Level 1 that incorporates the National ESL Standards.	26	✓		✓		
1.23 Provide SLT s and school administrators with technical support to implement researched-based models of effective secondary language programs.	26	✓		✓		
1.24 Identify for district adoption those instructional materials and resources that best align with the National ESL Standards.	26	✓			✓	

NARRATIVE

The Level I English as a Second Language curriculum guide for distributed for review to appropriate secondary administrators and teachers. In addition, professional development was implemented. Teacher completed pre/post surveys and provide feedback to the Office of Bilingual Education and World Languages related to the new textbook adoption, the midterm and final assessments and the Level I ESL curriculum guide.

ANALYSIS AND IMPACT

District Secondary Teachers working with Level 1 English language learners received the draft of the new ESL Level 1 Curriculum guide. These teachers as well as RTCs, Bilingual Magnet Center administrators and SLT supervisors participated in the training outlining the standards, format and pacing of instruction incorporated in the guide. The Bilingual Supervisors obtained feedback on the guide throughout the Fall semester through individual conferences with the teachers at the Bilingual Magnet centers. This led to a process of editing and revision of the guide through the Spring semester. This process also contributed to the development of corresponding district Secondary ESL Level I Course Proficiencies, mid-terms and final examinations which were field tested.

The district IDEA test results are currently being analyzed to determine patterns of strength and weaknesses of the bilingual secondary population. The Spring IDEA scores establish baseline data. The district should be able to compare data in the coming year since the students will have had access to instruction aligned with the new guide

and to the new district secondary ESL curriculum for an entire year of study.   Due to changes in the NJ Department of Education language proficiency assessment sequence, the Maculaitis I was only used for seniors being evaluated through the Native Language SRA process. The Maculaitis II will be used in subsequent years.

Preliminary data of our first year of matched IDEA scores shows patterns of growth in English oral, reading and writing areas. This data is limited to a global percentage of students showing improvement by moving up to the next "level" of fluency.   However, the validity, reliability and usefulness of these generalized indicators are currently being examined by the NJ Department of Education with the test publishing company.   Those grades that indicated less that half of the students gaining one level will be the subject of further analysis and intervention. All secondary levels will be included in this analysis. Preliminary IDEA data reveals the two skill areas of Reading and Writing require additional attention by instructors.

Teachers who were surveyed indicated that they were particularly impressed by the inclusion of pre-recorded listening and speaking sections which, for the first time, probed these areas in a more objective fashion as well as better prepared students for the corresponding portions of the IDEA test.

During the 2001-2002 academic year, twenty-eight full or multiple day workshops in the areas of second language methodology were presented to the various constituencies among the 400 Bilingual, ESL and World Language teachers of the district.   As a result of both group training and individual conferencing and support, teachers also have expressed more confidence in their ability to plan activities incorporating instructional techniques that better motivate students and meet identified needs at the different levels of language and literacy encountered in their classrooms.   The feedback forms demonstrate a consistent pattern confirming that the inservice programs were effective in transmitting information that was useful in improving student performance.

The workshops themselves were followed up by frequent consultation visits and individual conferences by the Resource Teacher/Coordinator and Supervisory staff.   These logs and feedback forms constitute the documentation of technical support maintained by the Office of Bilingual Education. The success of this sequence of staff development is evidenced by the retention rate of new teachers. In the past year, the Office of Bilingual Education, in collaboration with the school administrators, was able to screen over 200 candidates and recruit, train and support over 75 new district Bilingual, ESL and World Language teachers with only one teacher leaving the district.

The Office of Bilingual Education will continue to offer technical assistance to the schools in the area of instructional scheduling. It is expected that the Secondary Schools will be able to better implement more consistent scheduling and instructional practices and allow the same ESL staff to provide both the Communication and Reading sections of the two-part ESL course sequence at each of the four proficiency levels. This uniform practice will serve to promote the most consistent and effective implementation of the new curriculum adoption and the corresponding training that the teachers will be receiving.

The district convened a Curriculum Selection Committee, which reviewed the most current research-based resources and recommended a comprehensive Secondary ESL curriculum sequence. These recommended materials were evaluated as being consistent with National ESL Standards, developed with explicit cross-curricular connections, incorporating best-practices, second language teaching methodologies and having the best internal consistency with district Literacy initiatives so as to promote a smooth transition for students when they mainstream into general program instruction. This adoption completes the district transition to new ESL textbook resources at all grades K-12 and fulfills NJ DOE mandates to provide English language learners with materials that match the National ESL Standards and the state Core Content Standards. The Office of Bilingual Education collaborated with the Department of Teaching and Learning to order the adopted curriculum and texts to the extent that funding was available.

RECOMMENDATIONS AND MODIFICATIONS

Because of the identified needs in the areas of Reading and Writing on the preliminary IDEA test results, we recommend the establishment of a collaborative process to review program effectiveness and consistency. It is essential that district plan curriculum and provide staff development in collaboration with ESL/Bilingual teachers, administrators, department chairpersons and supervisory staff of the Office of Bilingual Education on a regular basis throughout the academic year. This effort would make use of data specific student performance information specific to each individual school's need.

The adoption of the Voices in Literature Secondary ESL series during Spring 2002 and corresponding teacher training to be done through 2002-2003 should significantly upgrade the rigor of the ESL Reading curriculum provided by instructors. Likewise, the inclusion of a sequence of student writing projects that is now incorporated into the new ESL Curriculum guide should prepare students for improved performance in a variety of writing tasks on both proficiency and achievement assessments. Since a new sequence of texts have been adopted, it is recommended that the ESL I Curriculum Guide be reviewed and revised to insure close alignment with all the components of the new ESL series. Full implementation of the new curriculum should begin in September 2002.

It is important that classroom teachers continue to participate in the development and field testing of a variety of authentic writing tasks that push students beyond the ability to generate simple compositions to more sophisticated levels of composition and editing.

The Office of Bilingual Education should continue it's sequence of training activities and will focus on implementation of the new series in those training activities offered in the coming year. In addition, the Office will continue to strengthen its communication and collaboration with the Office of Language Arts/Literacy to insure that teachers have the skill and knowledge to prepare students for continued success upon mainstreaming.

The Office of Bilingual Education should continue to recruit and support newly hired teachers and build greater teaching expertise through appropriate professional development.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

EVALUATIONS: Inventory of material provided to enhance school collections

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	ACCOMPLISHED NO	EMERGING	PROGRESSING	ACHIEVED
1.25 Support Whole School Reform models and Literacy development by strengthening and expanding media center collections.	26	✓		✓		

NARRATIVE

Media center collections support the district's reading and writing goals by providing curriculum related resources as well as those that accommodate student interests and ability levels. To strengthen media center collections, every media specialist purged inappropriate, outdated, and damaged titles. This created ample room for building the collections with both print and non print resources.

The conversion to electronic data of each media center collection was begun by preparation of an accurate inventory of holdings in the form of a shelf list. This body of records will be converted to SPECTRUM 5.0 microlift, the computerized version of the card catalog. At least 600 new titles were added to every media center collection.

ANALYSIS AND IMPACT

As a result of the yearlong objective to weed and shelf list collections, two-thirds of the elementary school media center collections have been weeded. Shelf listing has begun at half of these sites, and the conversion of the shelf list to electronic data has been completed in four schools.

In these media centers, collection building has been facilitated. Teachers and students have a greater awareness of the available resources, and the media specialists can pinpoint the areas of strength and weakness in the collections. Students with access to the electronic catalog can apply computer skills to locate relevant materials more quickly and can arrange to use resources in a variety of formats.

RECOMMENDATIONS AND MODIFICATIONS

Continue to strengthen media center collections with both print and non-print materials. Continue to connect media center collections to SPECTRUM 5.0 Microsoft as new titles are added to media center collections at all schools.

Strategy #1:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered learning.

EVALUATIONS: Survey of staff to determine the comprehensiveness of the content and the effectiveness of the format for the curriculum guides; IDEA and the Maculaitis II assessment; Logs of classroom visit; Staff develop feedback forms; Pre and post survey

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED		EMERGING	PROGRESSING	ACHIEVED
		YES	NO			
1.26 Finalize revision to Pre-K curriculum documents and distribute to SLTs and schools.	26	✓			✓	
1.27 Expand the Children's Literacy Initiative (CLI) into approximately 120 classes that are housed at community-based centers in Newark and to selected grade K-2 teachers.	27	✓		✓		
1.28 Monitor the quality of Pre-K classes in district and in community-based preschool sites, in terms of environment, student-teacher interaction, daily routines, and active learning.	27	✓		✓		
1.29 Provide early childhood teachers support and technical assistance to ensure the implementation of effective early childhood instructional strategies and developmentally appropriate practice.	27	✓		✓		
1.30 Implement a before and after school ("wraparound") extended day program for eligible three and four-year olds.	27	✓		✓		
1.31 Assist kindergarten teachers in the effective use and implementation of the Waterford Early Reading Program	27	✓		✓		

		learning.
Strategy #2:		**Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.**

EVALUATIONS: Pre and post phonological awareness measures that measure rhyme, blending; the Yopp-Singer Phonological Awareness Test; DRA assessment; High/Scope Program Quality Assessment (PQA); Site visitation logs and reports; Brigance Assessments; Precentage of student in the "Wraparound" program; Pre/post Waterford reports;

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED YES	NO	EMERGING	PROGRESSING	ACHIEVED
2.13 Implement literacy assessments in pre-K classrooms so as to measure students' phonological awareness	31	✓		✓		
2.14 Provide statistical analysis in December 2001 and June 2002 that establishes a baseline to determine the relative strengths and needs as indicated by the phonological awareness assessments.	31	✓		✓		

NARRATIVE

The district has continued to provide Children's Literacy Initiative (CLI) staff development training for preschool teachers. This year's training included approximately 55 in-district pre-kindergarten teachers and preschool disabled teachers. The participants received hands-on training in emergent literacy techniques. After they completed the three-day training session, each of the participants received a selection of books and other literacy materials for their classrooms.

In January, the Newark Public Schools began its "wraparound" program in 6 schools for approximately 120 four-year old preschool students that attend district schools. Since, the program was not in place for the full year, we will not provide evaluative data about the effectiveness of the program. Data collection for the 2002-03 school year will be collected and used as a baseline as well as an indicator of program effectiveness.

New Jersey State requires all preschoolers (3 to 5 years), to be screened and evaluated for their physical and mental growth. The purpose of kindergarten screening in general includes: (a) ensuring early identification of problems that may affect learning, (b) identifying children who may be gifted or talented, (c) identifying children who may require special education services, and (d) meeting and fulfilling curriculum goals. Newark Public Schools assesses the pre-primer to grade 1 population by using the Brigance Preschool Screen. The multifaceted approach of the Brigance Screen helps examine the appropriate placement of a child, and the instructional planning. The assessments are conducted twice every school year, in the Fall and Spring. The growth of child in terms of basic skill development, learning and behavior is recorded in areas such as speech, language, gross and fine-motor skills, academic readiness, and personal data response. The assessment results help to analyze the pattern of growth in a child, thereby leading to the initial identification of the strengths and weaknesses, and skill development. Since the skills assessed by this Screen have a high correlation with skills included in the Newark Public Schools preschool and early childhood curriculum, Brigance provides data that can be translated into instructional objectives.

All preschool centers and district pre-K programs were required to administer the data screen to their students in the fall of 2001 and in the spring of 2002. The centers and schools were also advised to administer the screen to new arrivals as they enter the program centers. Schools were further provided with diskettes to enter both the Fall and the Spring data and were required to submit the data to the Office of Early Childhood. In spite of these procedures, centers were able to provide data for only 931 3-year-old students in the Fall and 1,103 4-year old students in the Spring. When the Fall and the Spring data were merged, valid data was found for only 580 students. The following analysis and results are based on this sample. A similar scenario was also seen with 4 and 5-year-old students at the centers. The Fall data for 4-year-olds was comprised of 815 students and the Spring data (5-year-old) was comprised of 1,159 students. Once again when the data sets were merged, valid scores were available for only 552 students. The findings are presented below for both the Preschool/Early Childhood Centers and for the Newark Public Schools. The three year old program and the four year old program is addressed separately. *The data for the 2001-2002 school year is not yet available. Comparisons will be made at a later date.*

ANALYSIS AND IMPACT

Pre-K Curriculum

The Office of Early Childhood has continued work on the preschool curriculum guide dining this past year however, we have delayed its completion waiting for the revised copy from the State of the **Early Childhood Program Expectations: Standards of Quality** and the new **Frameworks** document that supports the expectations. Our goal was to incorporate both of these documents into the preschool curriculum. The guide was to be disseminated this past year but completion has been delayed. Therefore, the Pre-K Curriculum Guide will be distributed as a draft during the 2002-2003 school year.

High Scope Program Quality Assessment (PQA)

The High Scope Program Quality Assessment (PQA) is designed to ensure the implementation of a quality Abbott Program for three and four-year old children. Resource Teacher Coordinators (RTCs) from the Office of Early Childhood provided in-service on the High/Scope Program Quality Assessment (PQA). This assessment was done in a sampling of classrooms to determine areas of focus. RTCs provided preschool teachers and teacher assistants with training sessions, based on area of focus, in large groups, small groups and on an individual basis. They provided technical assistance in areas such as: curriculum, learning environment, adult-child interaction, daily routine and assessment. The assessment will be shared with teachers as a needs assessment tool to extend their knowledge of program evaluation and instructional modifications. However, the PQA will not be a part of the Early Childhood data collection at this time.

ANALYSIS AND IMPACT

Phonological Assessments

In addition to the PQA, the success of Action Steps 1.28 and 1.29 was determined by a review of the district's Preschool Language Arts Literacy Assessment for four-year-olds. This assessment was used to ascertain information on the emergent literacy skills needed to become successful future readers and writers. The areas of focus were letter identification, writing vocabulary, phonological awareness and concepts about print. A benchmark for preschool is not appropriate, as children are in the very early stages of development. The scoring range for this assessment is from Emergent 1 through Emergent 3. A child who scores at the Emergent 3 range is demonstrating the use of successful strategies in accumulating early knowledge. This knowledge can then be built upon as the child enters formal instruction.

Comparative View of Preschoolers' Performance - Fall 2001 - Spring 2002

Letter Identification	% of children at Emergent 1 level		% of children at Emergent 2 level		% of children at Emergent 3 level		+/- Growth at Emergent 3 level
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	
In-District SLT I	65	5	19	5	25	90	+65
SLT III	55	7	13	6	32	87	+55
SLT IV	76	20	6	11	18	69	+51
SLT V	NA	6	NA	13	NA	81	NA
Community -Based Providers	42	10	11	7	47	83	+36

Writing Vocabulary	% of children at Emergent 1 level		% of children at Emergent 2 level		% of children at Emergent 3 level		+/- Growth at Emergent 3 level
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	
In-District SLT I	94	31	5	40	2	29	+27
SLT III	90	24	10	38	0	38	+38
SLT IV	95	52	5	25	0	23	+23
SLT V	NA	44	NA	33	NA	23	NA
Community -Based Providers	85	45	13	33	3	22	+19

Concepts About Print	% of children at Emergent 1 level		% of children at Emergent 2 level		% of children at Emergent 3 level		+/- Growth at Emergent 3 level
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	
In-District SLT I	16	1	66	24	18	75	+57
SLT III	20	2	51	14	29	84	+55
SLT IV	22	3	52	26	26	71	+45
SLT V	NA	4	NA	43	NA	53	NA
Community-Based Providers	21	8	52	30	27	62	+35

Phonological Awareness	% of children at Emergent 1 level		% of children at Emergent 2 level		% of children at Emergent 3 level		+/- Growth at Emergent 3 level
	Fall 01	Spring 02	Fall 01	Spring 02	Fall 01	Spring 02	
In-District SLT I	75	20	66	33	18	47	+29
SLT III	66	11	28	30	6	59	+53
SLT IV	77	34	21	33	2	33	+31
SLT V	NA	21	NA	40	NA	39	NA
Community - Based Providers	65	26	27	37	8	36	+28

The data provides but one picture of what is occurring in the 4-year-old classrooms. We did not receive any data from SLT V for the Fall literacy assessment. There was significant growth in each of the areas both in-district and in community-based centers. Letter identification and concepts about print were the two largest areas of growth. We have some concerns regarding the data. We are making the assumption that the children who were assessed in the Fall in the in-district classes are the same children who were assessed in the Spring. We can not make the same assumption with the classes in the community-based centers. Our concerns are as follows:

- There were approximately 2,680 four-year-olds registered in the Fall '01 however, data was submitted for only 1,156 -1,295 children.
- There were approximately 2,000 four-year-olds registered in the Spring '02, data was submitted for 1,146 - 1,418.
- Some centers submitted data only in the Fall, some only in the Spring.
- The test administration needs to be uniform and given properly in order to receive accurate valid data.
- Fall data should be interpreted and used to inform instruction.

The Brigance Screen provides a broad sampling of preschooler's skills and behaviors. It allows teachers to view readiness as a continuous, evolving process that occurs from instruction, exposure and normal development.

Community-based Providers: Preschool

The Brigance Preschool Screen Basic Assessment was administered to three-year-olds in Fall 2000 and the same set of children were tested again in the Spring of 2001 with the next level of the Screen (Four-year-old Basic Assessment). Of the 580 children assessed, 59.5% showed average growth. This indicates that a three-year-old in Fall of 2000 was able to master up to 28 new skills and behaviors between the fall assessment and the Spring 2001 assessment.   Twenty-five percent showed a gain of more than 28 points, reflecting that the students mastered 29 or more additional skills or behaviors.   About sixteen percent showed a gain of 6 points or less. See Table 1.

TABLE 1
GROWTH INDICATOR LEVELS
BRIGANCE BASIC ASSESSMENT
2000-2001 PRESCHOOL THREE

Comparison of Scores	Number	Percent
Above Average	143	24.7
Average	345	59.5
Below Average	92	15.9
TOTAL	580	

* Points indicate the number of item skills.

TABLE 2
PRE SCHOOL THREE
2000-2001 PRESCHOOL MEAN PERFORMANCE

Skill	3 Year Old Fall	4 Year Old Spring
Identifies Body Parts	**8.03**	**7.92**
Gross Motor Skills	**6.57**	**7.92**
Tells Use of Objects	**7.29**	**8.18**
Repeats Sentence	**6.71**	**7.82**
Visual Motor Skills	**6.19**	**7.65**
Number Concepts	**7.24**	**6.82**
Builds with Blocks	**8.14**	**8.14**
Matches Colors	**8.28**	**9.11**
Prepositions	**6.74**	**7.92**
Total Score	**78.09**	**83.36**

Although the above results give an overview of growth from fall to spring, a closer look at the skills that are tested would provide more valuable diagnostic information.

ANALYSIS AND IMPACT

The mean differences between the fall and the spring scores were statistically significant for all skill areas with the exception of Identifying Body Parts and Building with Blocks. All other areas showed significant positive growth from Fall to Spring except Number Concepts. This suggests that students had difficulty in learning this skill. Thus, this is an area of concern that needs new instructional strategies that can help to improve performance in this area.

Community-based Providers: Preschool Four

Using the same growth indicator levels as in Table I, a similar comparative was done for 552 children, who were four-year-olds in Fall of 2000 and turned five in the Spring of 2001. Approximately 63% of these children showed an average gain on growth indicator level of between 6 and 28 points. Thirty-two percent were above average (showed a gain of 29 points or more), while only 4.9% were performing below average (showed a gain of 6 points or less). See Table 3.

TABLE 3

GROWTH INDICATOR LEVELS
BRIGANCE BASIC ASSESSMENT
2000 – 2001 PRESCHOOL FOUR

	N	%
Above Average	179	32.4
Average	346	62.7
Below Average	27	4.9
TOTAL	**552**	**100**

An in-depth analysis of skill weaknesses and strengths were ascertained by comparing growth at each skill area from fall to spring. Table 4 provides the results of these analyses. The results were statistically significant for all skill areas except Personal Data and Visual Motor Skills. One area that is of concern is the Identification of Body Parts. This is an area on which centers need to focus their attention.

TABLE 4

2000 – 2001 PRESCHOOL MEAN PERFORMANCE

	Mean % 4 Year	Mean % 5 Year
Personal data	75.9	78.3
Identify Body Parts	82.6	72.5
Gross Motor Skills	84.1	94.0
Visual Motor Skills	83.9	86.6
Number Concepts	72.1	86.4
Identify Colors	84.6	91.1
Picture Vocabulary	70.1	96.9
Total	**79.4**	**88.6**

As mentioned earlier, along with the centers, there were also some Newark School sites that hosted the preschool programs. The following analyses address the performance of students in these programs.

Newark Public Schools' Preschool Program:

Preschool Four:

Table 5 summarizes the overall performance of the 4 and 5 year olds in the Newark Schools. Of the 381 students tested approximately 61% were within the average growth range. The growth indicator for these students showed that the four-year-olds enrolled in the fall of 2000 demonstrated when they were tested in Spring 2001 that they were able to acquire and master newer skills and behaviors in the areas of academic readiness, cognition, and motor skills. Almost 38% of these students were also performing at the above average level, and only 1% was below average. These are very encouraging results showing average or above average growth for almost all the Pre-K students in the Newark Public Schools. Moreover, these students' performances exceed that of their cohort from the Community based preschool centers.

Table 5

GROWTH INDICATOR LEVELS
BRIGANCE BASIC ASSESSMENT
2000 – 2001 PRESCHOOL FOUR

	N	%
Above Average	143	37.5
Average	233	61.2
Below Average	5	1.3
TOTAL	**381**	**100**

A further analysis of the individual skills revealed growth from Fall to Spring. Table 6 provides the results of these analyses. Newark sites showed overall growth for the 4 and 5 year olds.

TABLE 6

2000-2001 PRESCHOOL MEAN PERFORMANCE

	Mean % 4 Year	Mean % 5 Year
Personal data	79.5	78.7
Identify Body Parts	84.0	79.4
Gross Motor Skills	84.8	92.4
Visual Motor Skills	84.8	88.2
Number Concepts	66.4	86.1
Identify Colors	76.9	92.7
Picture Vocabulary	67.2	97.4
Total	**77.7**	**88.7**

The results showed positive, statistically significant growth in five out of eight skill areas. The area of concern is Identify Body Parts. The students' scores went down significantly in this area, pointing to the weakness of this skill. These identical results point to the instructional practices that are in place that may need to be reexamined.

(It is important to note that the Newark Public Schools was able to collect data from 83% of participants contracted to the Centers where only 10% of participants' data was available). From the review of the available data, however, one can conclude that the average growth of the students at both the centers and the Newark Public School sites has

been satisfactory. During the data collection process, the mobility rate of students became evident, more so in the centers than Newark Public Schools. In the centers, approximately 50% of three-year olds attend the center as four-year olds in the spring. This amount of mobility is a negative factor on the learning of the students. The centers reported mobility rate of approximately 50% which negatively impacted the learning process.

RECOMMENDATIONS AND MODIFICATIONS

The Office of Early Childhood will align the preschool curriculum guide with the ***Early Childhood Program Expectations: Standards of Quality*** and the ***Frameworks*** when they are released from the State. This will ensure a developmentally appropriate program that is child-centered and interactive for all three- and four- year-olds in the Abbott Program. District administrators, preschool teachers and teacher assistants will receive professional development on the content and use of the new curriculum guide.

The district will expand the three-day Children's Literacy Initiative training to 75 community-based preschool teachers in the Newark Early Childhood Collaborative (NECC) during the 2002-03 school year. Each participant will receive a selection of books and other literacy materials for their classrooms. A one-day training (refresher) will be provided to 168 preschool teachers (both in-district and in community-based centers) who have already been trained in CLI, focusing on read-aloud and message time.

Resource Teachers Coordinators will continue to provide in-service training for directors and teachers in the centers on the administration of the Preschool Literacy Assessment and the Brigance Screen. District staff will work with individual teachers to interpret the data, plan instructional strategies, and monitor developmentally appropriate practices for young children. One of the serious challenges in analyzing the Brigance results have stemmed from the non-availability of the data from the centers for both 3 and 4 year old pre school programs. It appears that only 50% of the data was collected and sent to the Early Childhood Office. And of this, only 60% of the students had both Fall and Spring data. This is an area of grave concern and measures will be implemented to monitor the data collection process. The collection of data will be handled by the RTCs to ensure that data is submitted from all centers.

Of particular concern, are specific sections of the Brigance where students did not show expected gains, These areas include: Identifying Body Parts, Building with Blocks, and Picture Vocabulary. Because these areas represent literacy and mathematics readiness skills important to later academic success, it is critical that we address the patterns revealed by this data. In addition, Personal Data and Visual Motor skills did not show gains over the academic year. These are the areas that will require special attention as these students move into a four-year old class or Kindergarten. The focus of the instruction at the 3-4 year program and the 4-5 year should also be examined and modified to reflect strategies to address these skill deficiencies.

STRATEGY 2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

EVALUATIONS: Mid-year and final English secondary examinations.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	ACCOMPLISHED No	EMERGING	PROGRESSING	ACHIEVED
2.3 Revise mid-year and final examinations in English for students in grades 9-12 so that the measures are aligned with the Language Arts Literacy standards and the Language Arts Literacy portion of the HSPA	27	✓			✓	

LANGUAGE ARTS LITERACY

ANALYSIS AND IMPACT

The final examinations across grades 9-11 were designed to address both classroom content and the specifications of the New Jersey High School Proficiency Assessment.

- The examination in grade 9 included a speculative essay and a thematic question that required students to develop a response based on their choice of literature read during the school year.
- The examination in grade 10 included a narrative reading task and a persuasive essay, providing predictive data for the spring 2003 administration of HSPA.
- The examination in grade 11 included a personal/persuasive essay and thematic question that required students to develop a response based on their choice of literature read during the school year.

The 6-point New Jersey Registered Holistic Scoring Rubric and 4-point Open Ended Scoring Rubric were used to score examination responses, which is consistent with the scoring of state mandated and district administered standardized examinations across grades. The following abbreviations have been used to identify task type and writing genre throughout the data display:
- Pw   Persuasive Writing
- Sw   Speculative Writing
- Le   Expository Writing *(based on shared literature)*

The reader is reminded to interpret results cautiously, as there are inconsistencies in the data, particularly when comparison is made between the overall and test section results at specific sites. For this reason, the most valuable information may be gained by observing patterns across schools and clusters for specific test sections.

Comparative Summary Results for Magnet High Schools *(Based Solely on Overall Results Reported Across Administrations)*			
Grade	Midterm Passing	Final Passing	Increase/Decrease
9	82%	86%	+4%
10	89%	94%	+5%
11	89%	88%	-1%

Comparative Summary Results for Comprehensive High Schools *(Based Solely on Overall Results Reported Across Administrations)*			
Grade	Midterm Passing	Final Passing	Increase/Decrease
9	57%	68%	+11%
10	64%	66%	+2%
11	63%	66%	+2%

A notable overall gain between Mid-Term and Final Examinations was achieved in grade 9, across magnet and comprehensive high schools. While speculative writing was included in both exams at this grade level, it is interesting to note that *overall* performance was better on the literature-based essay *(le)*. This is particularly evident across comprehensive high schools. A probable reason for this finding is that shared literature provided a clearer basis for student writing than a picture prompt (for which students must provide the story).

The narrative reading results in grade 10 reveal notably greater strength in the multiple-choice section, at both magnet and comprehensive schools. The 4-point Rubric for Reading, Listening and Viewing used to score the open-ended responses imposes rigorous benchmark standards on these items. It is probable that, with explicit instruction and frequent opportunities to complete open-ended tasks, the ability of our students to do so proficiently will grow. Similarly, as teachers more often evaluate student understanding of text by providing and scoring open-ended tasks, these items will become an accepted and valuable evaluative tool.

Overall performance between the grade 11 mid-term and final examinations was similar, with a slight increase in performance across comprehensive schools and a slight decrease across magnet schools. (This is consistent with the results of the Spring Writing Assessments, where slight decreases within clusters are evident on two grade levels.) Two factors may have contributed to this pattern.

1. Emphasis was placed during the 2001-2002 school year on preparing students with instructional strategies and opportunities for narrative writing, which are needed to address the "speculative writing" section of the new HSPA. While many sound strategies are relevant to both persuasive and speculative writing, sustained practice within each genre and in a variety of contexts will help students to maintain and further develop previously learned strategies for both types of writing.

2. The personal/persuasive essay topic provided on the Grade 11 Final Examination, like the persuasive writing topic on the Grade 10 Spring Writing Assessment, was simple and direct, with few extraneous details provided. This helped to ensure the assessment of persuasive writing ability rather than the student's ability to understand a complex writing prompt. Based on student needs, it is probable that students will become increasingly comfortable with and capable of independently developing the "writing situation" as they are provided with frequent practice and sound instructional support.

RECOMMENDATIONS AND MODIFICATIONS

The preceding presentation and discussion of results of the Language Arts Literacy Final Examinations suggest the following:

Instruction and practice across literacy genres must be sustained if results are to be achieved and maintained. Reading and writing are processes at which students become better over time given myriad opportunities to read, write, and discuss text. To this end, the newly adopted Language Arts Literacy Curriculum Guide and literature series *(Prentice Hall Literature: Timeless Voices, Timeless Themes)* provide a rich basis for developing instructional plans and shared units of study. The Office of Language Arts Literacy will be proactive in supporting this development throughout the coming school year.

Explicit instruction and frequent opportunities to complete tasks that meet the standard of the Open-Ended Scoring Rubric for Reading, Writing, and Listening must be provided as part of a sound literacy program in every secondary language arts program. This is the best way to help ensure that our students are able to meet the rigorous benchmark standards imposed on these items in state-mandated and district administered tests. The Office of Language Arts Literacy will support this effort instructionally and through further development of assessments given throughout the school year.

Teachers must continue to refine their skills as evaluators of student work, using both the (6-point) Registered Holistic and (4-point) Open-Ended Scoring Rubrics. Teachers should be provided with frequent opportunities to collaborate with colleagues in their scoring of student work, to ensure alignment of scores and adherence to a common standard. The Office of Language Arts Literacy will be proactive in supporting this work throughout the coming school year.

STRATEGY I: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.
STRATEGY 2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.
STRATEGY 3: Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: SPA; Midterm and final examinations, SPA; Spring 2001 HSPA and SPA and midterm and final Exams, Spring 2002 ESPA, GEPA, HSPA results, midterm and final exams, and SPA; Samples of mid-year and final exams in grades 2-12, Practice ESPA, GEPA results; Open-ended results on the midterm and final exams; Samples of student work. Analysis of the open-ended portion of the midterm and final exams.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	No	EMERGING	PROGRESSING	ACHIEVED
				✓		
1.8 Implement the use of a standards-based Math curriculum in K-8, in order to increase student achievement.	21	✓				
1.9 Align grades 5-8 curriculum with the NJCCS and National Standards (NCTM) and revise curriculum documents for grades 5-8.	21	✓			✓	
1.10 Provide Mathematics Resource Teacher/Coordinators with ongoing staff development.	21	✓		✓		
1.11 Establish demonstration sites (Foundation Mathematics, Algebra, Geometry) at selected high schools focusing on open-ended problem solving and HSPA content. This will be accomplished through demonstration lessons, planning sessions, and coaching by a team of mathematics resource teachers, a supervisor and the director of mathematics.	21	✓		✓		
1.12 Reorganization of mathematics resource teachers to provide service to additional schools and especially new teachers.	22	✓		✓		

	evaluate student achievement of the CCCS and to modify instruction to meet student needs.
STRATEGY 3:	Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: SPA; Midterm and final examinations, SPA; Spring 2001 HSPA and SPA and midterm and final Exams, Spring 2002 ESPA, GEPA, HSPA results, midterm and final exams, and SPA; Samples of mid-year and final exams in grades 2-12, Practice ESPA, GEPA results; Open-ended results on the midterm and final exams; Samples of student work. Analysis of the open-ended portion of the midterm and final exams.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	ACCOMPLISHED No	EMERGING	PROGRESSING	ACHIEVED
1.13 Provide support for Success for All schools by integrating NPS curriculum and the Success for All Math Wings curriculum	22	✓			✓	
1.14 Pilot an elementary and a middle school standards-based mathematics program in selected schools	22	✓		✓		
2.4 Provide practice ESPA and GEPA, and elementary and secondary midterm and final examinations to align with state and national standards.	28	✓		✓		
3.2 Continue to evaluate writing in all content areas utilizing NJDOE rubrics and design tasks that measure content area competency through literacy in Health, Mathematics, Science and Social Studies.	32	✓		✓		
3.10 Promote problem solving at all grade levels, with an emphasis on open-ended items.	32	✓		✓		

MATHEMATICS

ANALYSIS AND IMPACT

The emphasis of the work of the resource teacher coordinators in mathematics centered on problem solving and modeling using "Best Practices". These practices included students working collaboratively in groups using a

variety of materials and manipulatives; classroom discussions revolving around the use of multiple strategies and solutions; and opportunities for peer and self evaluation. Math notebooks were distributed in grades 2-8 which provided parents and/or guardians with test taking tips, NJDOE rubrics, sample ESPA/GEPA problems and rubrics, and sample problems. Resource teacher coordinators provided guidance directly to the teachers so they could help parents effectively use the notebooks. Problem solving tasks were distributed in grades 2-8. At grade level meetings, resource teacher coordinators shared various implementation strategies and provided follow-up support through regular classroom instruction. On site HSPA workshops were coordinated by the resource teacher coordinators at every high school. Increased emphasis on open-ended questions and responses was a major focus in all grade levels. Final exam reporting forms reflected open-ended responses grouped by concepts. Various assessment results are discussed as follows:

A rubric was developed for the Kindergarten and Grade 1 Mathematics Checklist assigning each skill the following rating:

S   (Secure) Child exhibits a clear understanding of concepts and skills
D   (Developing) Child exhibits progression in understanding of concepts and skills
E   (Emergent) Child is <u>beginning</u> to exhibit an <u>understanding</u> of concepts and skills
NE (Not Evident) Child exhibits <u>no understanding</u> of concepts and skills.

Kindergarten Chart

	Number Concepts Number Sense		Geometry and Spatial Sense		Data Analysis		Patterns, Functions and Relationships		Measurement	
	Midyr	Final	Midyr	Final	Midyr	Final	Midyr	Final	Midyr	Final
% Secure	35.9%	63.9%	49.9%	61.9%	20.2%	44.8%	51.2%	74.6%	18.3%	49.3%

Overall, there was a significant improvement in the percentage of students who were secure in the concepts listed in the above table from mid year to end of year assessment. Data analysis and measurement showed significant growth but are areas where less than half of the students are secure.

Grade One Chart

	Problem Solving Math Reasoning		Number Sense and Number Concepts		Geometry and Spatial Sense	Whole Number Operations	Systems of Measurements	Fractions, Probability, Statistics
	Midyr	Final	Midyr	Final	Midyr	Midyr	Final	Final
% Secure	57.2%	72%	70.8%	66%	54.9%	44.8%	55%	44%

The decline in the percentage of students secure in number sense and number concepts reflects the increased difficulty in the work as the year progressed. Measurements and functions, probability and statistics were only tested for on the final exams. Geometry and spatial sense and whole number operations were only tested for the midterm. It will be interesting to see the progress from kindergarten to first grade in these two areas next year, using 2001-02 results as a baseline.

The results of the mid-year assessment indicates that most students in first grade are developing mathematically, achieving proficiency in basic concepts and skills, and developing strategies for problem solving. However, not enough students are secure in the most important areas of Number Sense and Measurement. A significant number of students do not have a firm grasp of number concepts and number patterns, and are consequently at a disadvantage when solving problems. The importance of the Number Sense/Number Concept strand is explicitly

stated and emphasized as the "heart of the curriculum" in the Newark Public Schools Grade 1 curriculum. Students must be given every opportunity to develop a strong sense of numbers before leaving first grade. In the area of measurement, increased integration and connections between math and science are needed. Every grade level in science begins with a unit on measurement. It is essential that students be exposed to the application of measurement across disciplines in order to make the connection to learning.

Midterm/Final Grades 2 - High School Chart I

SY2001-02	# of students tested		# of students scoring below benchmark		% of students scoring below benchmark		# of students scoring at or above benchmark		% of students scoring at or above benchmark	
	Midyr	Final	Midyr	Final	Midyr	Final	Midyr	Final	Midyr	Final
Grade 2	2375	2811	423	461	17.8%	16.4%	1952	2350	82.2%	83.6%
Grade 3	2389	2903	760	810	31.8%	27.9%	1629	2093	68.2%	72.1%
Grade 4	N/A	3004	N/A	1021	N/A	34.0%	N/A	1983	N/A	66.0%
Grade 5	2549	2966	1384	1338	54.3%	45.1%	1165	1628	45.7%	54.9%
Grade 6	2247	2847	1265	1127	56.3%	39.6%	982	1720	43.7%	60.4%
Grade 7	2142	2371	1125	856	52.5%	36.1%	1017	1515	47.5%	63.9%
Grade 8	N/A	2173	N/A	774	N/A	35.6%	N/A	1399	N/A	64.4%
Found Math	486	334	217	177	44.7%	53.0%	269	157	55.3%	47.0%
Algebra 1	1063	760	362	388	34.1%	51.1%	701	372	65.9%	48.9%
Geometry	915	809	273	273	29.8%	33.7%	642	536	70.2%	66.3%
Algebra 2	710	630	233	218	32.8%	34.6%	477	412	67.2%	65.4%
Trigonometry	340	293	73	95	21.5%	32.4%	267	198	78.5%	67.6%
Calculus	110	117	30	55	27.3%	47.0%	80	62	72.7%	53.0%
Discrete Math	26	15	4	6	15.4%	40.0%	22	9	84.6%	60.0%
Prob & Stats	N/A	27	N/A	2	N/A	7.4%	N/A	25	N/A	92.6%
Math Aps	63	19	22	6	34.9%	31.6%	41	13	65.1%	68.4%

* Benchmark in the table above refers to a passing grade of 60% on midyear and final examinations.

Grade Distribution Chart II

Subject	A Mid	A Final	B Mid	B Final	C Mid	C Final	D Mid	D Final	F Mid	F Final
Grade 2	29.5	28.1	23.8	23.2	19.0	20.3	9.9	11.9	17.7	16.4
Grade 3	17.0	15.2	19.2	22.4	17.7	20.4	14.3	14.1	31.7	27.9
Grade 4	*	8.2	*	18.6	*	21.4	*	17.9	*	34.0
Grade 5	5.8	6.8	10.6	11.8	15.1	17.6	14.1	18.6	54.3	45.1
Grade 6	6.6	8.6	8.0	14.0	14.6	18.9	14.1	19.0	56.7	39.6
Grade 7	7.7	8.2	8.8	15.3	13.9	20.1	16.5	20.4	53.0	36.1
Grade 8	**	8.3	**	13.3	**	22.2	**	20.6	**	35.6
Foundation	4.7	4.8	7.6	8.7	18.7	10.8	24.3	22.8	44.7	53.0

Mathematics										
Algebra I	13.2	4.9	11.4	5.8	20.1	16.3	21.2	22.0	34.1	51.1
Geometry	7.9	6.2	9.9	11.5	24.9	22.2	27.4	26.3	29.8	33.7
Algebra II	7.5	7.1	12.5	10.0	24.4	21.7	22.8	26.5	32.8	34.6
Trigonometry	8.5	12.6	20.0	11.6	24.7	18.4	25.3	24.9	21.5	32.4
Calculus	15.5	11.1	10.9	12.0	26.4	17.1	20.0	12.8	27.3	47.0
Discrete Math	0.0	6.7	11.5	6.7	26.9	13.3	46.2	33.3	15.4	40.0
Math Appli-cations	6.3	31.6	12.7	15.8	27.0	0.0	19.0	21.1	34.9	31.6

*   ESPA Practice Test
**   GEPA Practice Test

Open Ended Response Chart III

<u>Subject</u>	3 Pt Mid	3 Pt Final	2 Pt Mid	2 Pt Final	1 Pt Mid	1 Pt Final	0 Pt Mid	0 Pt Final
Grade 2	56.2	51.0	13.0	24.5	11.0	14.6	19.8	10.0
Grade 3	45.1	42.7	19.1	26.7	12.7	15.7	23.0	14.8
Grade 4	*	57.0	*	27.7	*	20.8	*	15.5
Grade 5	29.6	26.4	25.5	19.6	25.1	26.5	19.8	27.5
Grade 6	19.0	25.7	20.6	29.1	27.9	20.9	32.5	24.3
Grade 7	20.8	14.1	23.4	21.2	22.6	17.7	33.2	20.3
Grade 8	**	19.0	**	23.6	**	27.0	**	30.3
Foundation Mathematics	11.7	11.7	17.4	14.9	26.6	20.1	44.3	53.3
Algebra I	28.0	23.0	28.8	19.3	20.2	18.6	22.9	39.1
Geometry	24.6	25.7	19.2	16.3	23.8	22.9	32.4	35.1
Algebra II	19.3	30.9	24.8	16.4	27.5	10.2	28.4	42.5
Trigonometry	22.5	21.7	21.0	15.9	23.6	13.3	32.9	49.1

*   ESPA Practice Test
**   GEPA Practice Test

In school year 2001-02, new midterm and final examinations were developed for grades K-8 in place of the criterion referenced assessments. Open –ended responses were identified and reported out for all final examinations, but not for the midterms. Newark Public School students were more successful on the mathematics finals than on the midterm examinations (see chart I). In grades 2 and 3, there were no significant increase from the midyear to the final examinations. An item analysis of the final examinations open-ended questions revealed that Grade 2 students had difficulty in extending a pattern and providing justification for their response. In grade 3, the analysis showed that two student strengths were: identifying critical attributes of geometric shapes and using bar graphs to represent and compare data. In grade 4, students participated in an ESPA Practice Test; therefore, no comparison may be made using midyear versus final exam results; however, an analysis of the final exam open-ended questions revealed that students found difficulty in applying a pattern in problem solving. In grades 5, 6, and 7, there was a significant improvement in the percentage of students passing the final versus the midyear examination. Grade 5 results rose +9.2%, grade 6 climbed +16.7%, and grade 7 increased +16.4%. This may be an indication that teachers began to develop and internalize the skills necessary for the successful implementation of more challenging curriculum, as aligned to the NJCCCS. An analysis of the final exam open-ended questions showed that Grade 5 students had difficulty finding the area of a room given its linear dimensions. In grade 6, student results displayed probability as a notable strength. In grade 8, students were administered a GEPA Practice

Test; once again, student growth cannot be measured using the final versus the midyear examination. Baseline data will be established from this year's final exams and will be developed from next year's midterms.

Secondary final examinations were administered in the following subject areas: Foundation Mathematics, Algebra I and II, Geometry, Trigonometry, Calculus, Discrete Mathematics, Probability and Statistics, and Math Applications. There were no significant increases from the midyear to the final examination. Algebra I results indicate a significant decrease -17.0%, which indicates the need to continue staff development efforts that focus on helping teachers help students develop the conceptual understanding and critical thinking skills that are necessary for improving student achievement. Calculus results indicate a significant decrease -19.7%. This might indicate a need for alignment of the Calculus curriculum to the NJCCCS.

The high percentage of scores of 1's and 0's on the open-ended responses (chart III) on the secondary exams, supports the need for continued work with open-ended questions and the use of scoring rubrics. In examining grade distribution (chart II) for the high school courses, we note a proficient and or advanced proficient (A's, B's, C's) averaged rate of 73% on the midterms and 67.2% on the finals. Individually, Algebra I had the lowest proficiency rate of 26.9%.

It should be noted in all the exams that the focus was on problem solving which requires understanding and reasoning skills which adds to the complexity of the assessment. The focus was and will continue to be, on students' abilities to develop and use strategies, concepts and procedures effectively to solve problems.

ESPA Practice Exam

A practice ESPA test in mathematics was administered for the first time in the fall of 2001-2002. Approximately 31% of the schools performed better on the actual ESPA than on the practice test. The data for this past years results will be used to establish baseline data for next year. It is incumbent upon the district to work to assist teachers with analyzing the practice test results to properly address student needs. Mathematics initiatives will be a major focus of the district's work in the 2002-2003 school year.

SCHOOL	ESPA Practice	ESPA Actual	SCHOOL	ESPA Practice	ESPA Actual
	Fall 2001			**Fall 2001**	
Abington		100%	Hawkins	44.0%	48.7%
Alexander	48.6%	30.4%	Hawthorne	37.3%	8.7%
Ann	56.6%	37.3%	Lafayette	59.7%	70.8%
Avon	34.6%	10.4%	LA Spencer	40.2%	33.3%
Belmont	45.5%	15.0%	Lincoln	44.0%	28.6%
Bragaw	37.4%	18.2%	Madison	40.5%	44.2%
Branch	57.3%	75%	Maple	43.2%	26.2%
Broadway	37.2%	33.3%	Miller	36.8%	24.4%
Burnet	28.8%	19.2%	Mt Vernon	50.8%	60.6%
Camden St		37.1%	Newton	48.7%	47.8%
Chancellor	49.5%	18.5%	Oliver	63.5%	81.5%
Clemente	49.9%	53.2%	Peshine	42.8%	23%
Cleveland	36.8%	22.4%	Quitman	42.5%	19.1%
Dayton	44.2%	24.4%	Hernandez	52.3%	28.2%
Elliott	39.9%	28.6%	Ridge	46.2%	53.6%
Fifteenth		20.5%	South St	51.5%	29%
Fourteenth	56.4%	80%	S. 17th St	48.1%	45.2%
Flagg	37.7%	22.5%	Speedway	40.8%	20%
MLK	42.7%	27.8%	Sussex	36.7%	11.2%
Eighteenth	39.9%	31.8%	13th Ave	37.8%	40.9%
Horton	41.3%	27.1%	Tubman	52.5%	47.2%
First Ave	52.0%	86.8%	Warren		37.5%
Franklin	44.2%	32.5%	Wilson	53.3%	67.6%
GW Carver	40.9%	17%			

GEPA Practice Exam

In December 2001, Newark Public Schools administered the GEPA Practice Examination in an effort to more closely align the district curriculum and instruction with NJCCCS and to construct a "predictor" of school performance on state-mandated assessments. School results are displayed in the following table for both examinations. There is supporting evidence that there is correlation between the district's GEPA Practice and the state-mandated "actual" GEPA. Although the correlation is not strong (because of the outliers), the GEPA Practice is a fairly accurate measure of each school's performance on the state's administration of the NJ GEPA. As previously stated, schools that use these assessments to determine need and applied appropriate strategies for success, showed significant increases in actual GEPA scores.

The data from the practice Mathematics GEPA provided important information. Eleven percent of the schools that participated in the 2000-01 and 2001-02 practice assessment had actual proficiency rates that exceeded the practice test rates. In an additional thirty-six percent of the schools, the March proficiency rates were below the practice rates. However, these schools increased in the rate of passing. Approximately seventeen percent of the schools had proficiency rates that were comparable on the practice and actual tests. Of the schools that participated in the practice assessment all three years, twenty-five percent showed improvement in the second year. However, their rates of proficiency decreased in year three. Only two schools of the schools that participated in at least two of the three administrations of the test had declining passing rate for each of the three years.

For the past two years the district has provided support to schools to assist both administrators and teachers in looking at data and making instructional decisions that positively impact student achievement. It appears that schools that used the assessments to determine need and applied appropriate strategies for success benefited from the December assessment. Test scores improved in many schools, even though schools did not meet the established

benchmark. Test scored declined in the third year. We believe that this can be attributed to the level of difficulty of the 2002 Mathematics portion of the GEPA.

A Comparative View of Student Performance on District ESPA and GEPA Practice Tests
and the Actual State Assessment

SCHOOL	GEPA Practice	GEPA Actual	GEPA Practice	GEPA Actual	GEPA Practice	GEPA Actual
	Fall 1999	Mar-00	Fall 2000	Mar-01	Fall 2001	Mar-02
Abington		37.2%	41.7%	92.8%	62.2%	97.4%
Ann	43.4%	67.3%	46.4%	62.9%	48.7%	73.5%
Avon	32.6%	1.5%	26.0%	2.9%	32.3%	8.6%
Bragaw	52.7%	3.2%	30.1%	15.4%	37.5%	22.2%
Burnet	34.8%	8.3%	30.4%	16.7%	27.3%	8.7%
Camden Mid		12.9%	29.1%	12.8%	36.2%	20.0%
Chancellor	33.5%	7.8%	29.2%	28.0%	31.9%	18.5%
Dayton	36.5%	10.7%	26.6%	15.8%	32.2%	14.7%
Flagg		10.7%	27.0%	7.7%	64.7%	6.5%
MLK	34.0%	12.2%	33.8%	17.0%	31.3%	14.3%
Horton		13.3%	31.1%	35.5%	44.4%	30.6%
First Ave		25.9%	34.5%	35.5%	43.2%	48.7%
GW Carver	40.8%	7.1%	23.2%	8.0%	38.9%	7.4%
Hillman-Jones	N/A	N/A	31.0%	12.7%	45.0%	18.1%
Harold Wilson	32.4%	5.6%	25.7%	14.6%	29.8%	8.5%
Hawkins	31.3%	12.5%	34.7%	29.2%	42.3%	24.1%
Hawthorne	37.9%	15.9%	33.2%	23.3%	34.9%	33.3%
Lafayette	38.3%	47.7%	47.5%	58.9%	66.9%	58.0%
LA Spencer	30.4%	14.0%	28.1%	7.1%	33.4%	13.7%
Marin		18.2%	37.2%	48.8%	48.6%	64.9%
Maple	41.9%	22.0%	28.6%	8.1%	33.7%	30.5%
Miller	24.3%	5.3%	26.9%	6.3%	38.6%	34.9%
Morton	38.4%	16.3%	29.6%	17.6%	36.4%	41.1%
Newton	42.1%	20.0%	35.2%	23.4%	33.6%	32.6%
Oliver	50.5%	42.9%	40.5%	37.4%	40.8%	42.1%
Peshine	37.1%	23.4%	40.5%	51.5%	42.8%	40.2%
Hernandez		9.9%	29.6%	7.6%	32.4%	13.8%
Ridge		21.7%	43.1%	37.3%	44.2%	39.9%
S. 17th St		4.7%	59.6%	39.5%	42.6%	21.6%
Sussex		2.9%	33.0%	2.3%	33.1%	18.8%
13th Ave		25.0%	27.5%	27.0%	35.1%	55.3%
University		47.9%	44.2%	80.4%		
Vailsburg		11.1%	23.9%	13.6%	45.4%	25.5%
Warren	41.0%	13.0%	36.1%	14.3%	30.9%	21.7%
Brown	31.1%	11.5%	24.4%	3.2%	26.6%	3.1%
Wilson	41.5%	44.8%	38.5%	53.1%	32.3%	69.1%

When we look at the 2002 GEPA data for mathematics, we see improvement in the all of the clusters except *Patterns, Function & Algebra*. The growth ranges from 1.7% to 14.7%. In three of the clusters, *Spatial Sense & Geometry, Knowledge and Problem Solving*, the growth represents two years of improvement. We believe that the administration of the practice test has contributed to this growth, because it enables the district to determine areas of strength and weakness early in the school year and develop effective strategies for improvement. Mathematics Resource Teacher Coordinators work with teachers on-site to assist in their development of content knowledge and use of developmentally appropriate strategies.

RECOMMENDATIONS AND MODIFICATIONS

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2002-2003 school year:

A comparison of the end-of-year kindergarten assessment results and the first grade mid-year results will provide a clearer picture of those secure skills kindergartners carry into first grade. It will become more evident that the high mid-year assessment ratings in grade one are the result of review or new teaching. Information may be used to help kindergarten teachers plan instruction.

A comprehensive plan for the complete overhaul of the teaching of mathematics in Newark elementary schools, including strong partnerships with two universities (Montclair and Rutgers) and the involvement of everyone from parents to perspective teachers, has won the district a grant from the National Science Foundation. Two standards based mathematics programs will be integrated over the next five years: Everyday mathematics (K-5) and Connected Mathematics (6-8).

 An important part of the NSF grant, requires a consistent focus on standards-driven mathematics curricula, instruction, and assessment. Grades K, 1, and 6 teachers will begin to implement standards-based programs into their classroom. In the fall of 2002, to support teachers as they implement the new materials and practices, 45 hours of professional development will be provided to elementary and middle grade teachers (grades K, 1, and 6) to initiate standards-based instruction. This summer, 220 Kindergarten and First Grade teachers will begin intensive staff development as part of a five-year plan to increase mathematics learning and achievement in our classrooms. These teachers will learn to use standards-based materials with integrity, deepen their own understanding of the mathematical content, learn how children develop ideas about the content, and consider their implications for instruction. Additionally, the existing Mathematics Resource Teacher Coordinators will provide classroom support to these teachers and their administration.

Because Foundation Mathematics is a relatively new, standards-driven program, there is a need for additional professional development and support, which will be provided beginning in August 2002 and throughout the school year.

Additional on-site support provided by Mathematics Resource Teacher Coordinators needs to be provided to Algebra 1 teachers who have the difficult task of providing hands-on instruction to reinforce abstract mathematical concepts.
.

As evidenced by the final examination open-ended scores, teachers need support in understanding how to use rubrics for consistent accurate scoring. Random samples of open-ended responses will be selected and centrally scored for the midyear and final examination in each secondary mathematics subject area. This sampling will provide objective data to measure changes in the secondary program's progress.

According to studies, a trend is emerging showing lower mathematics achievement and a students' ability to retain information when the gap between one mathematics course and the next one is more than one year. Based on the current research, it is strongly recommended that students in the high schools with block scheduling take their core mathematics subjects without semester interruptions.

There are strong connections between the mathematics and science curriculum in grades K-8. Training and support to teachers on integrating science and mathematics concepts rather than teaching in isolation needs to be provided.

Provide staff development to teach in using pre-assessments to support targeting the teaching of skills important to learn for standardized tests, as well as to focus on specific student needs.

Continue to administer the ESPA and GEPA practice assessment.

Provide ESPA and GEPA institutes and labs during the school year and during the summer.

Review the data to identify schools in need of support with data analysis and implementation of appropriate strategies to improve student achievement.

STRATEGY I: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

STRATEGY 2:   Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

STRATEGY 3:   Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: Compare student performance in grades 3 and 6 on the mid-year and final Science assessments and sample module assessments to determine growth in attainment of the CCCS; Compare student performance on the Science mid-year and final exams for grade 9 so as to determine students' achievement; Students performance as measured by the secondary Science midterm and final examinations; Open-ended results on the midterm and final examinations.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	ACCOMPLISHED No	EMERGING	PROGRESSING	ACHIEVED
1.15 Continue the implementation of the District's LASER Science initiative through the use of modular Science kits in all grades K-8 classes.	23	✓		✓		
1.16 Provide standards-based hands-on Science modules to supplement the Grade 9 curriculum.	24	✓		✓		
2.5 Distribute revised secondary Science midterm and final examinations that are aligned with the CCCS.	29	✓		✓		
2.6 Provide midterm and final exam analysis in February 2002 and June 2002, that established the relative strengths and needs as indicated by the results of the Science assessments.	29	✓		✓		
3.2 Continue to evaluate writing in all content areas utilizing NJDOE rubrics and design tasks that measure content area competency through literacy in Health, Mathematics, Science and Social Studies.	33	✓		✓		

The K-8 science curriculum is designed to develop student's cognitive abilities, such as critical thinking and reasoning, as well as promoting learning science through an interdisciplinary approach. The use of trade books, exemplary science materials (FOSS, STC, GEMS), technology and writing encourages teachers and students to construct knowledge through inquiry. In order to monitor students' progress, and ensure teacher accountability in science instruction, midterm and final exams were administered in grade 3 and grade 6. In grades K,1,2,4,5,7 and 8 cumulative module assessments were administered. The module assessments consist of multiple choice items on content, open-ended items, practical applications, and essay items. Open-ended essay items are scored using NJDOE rubrics. The results are scaled as follows:

80 – 100%	Advanced Proficient
70 – 79%	Proficient
61 – 69%	Partially proficient
0 – 60%	Not Proficient

Module Assessments

Grade	Title/Assessment	% Proficient and Advanced Proficient
K	Animals 2x2	64.5%
1	Solids and Liquids	73.3%
1	Pebbles, Sand, and Silt	75.5%
2	Air and Weather	73.5%
4	Animal Studies	66.3%
5	Environment (Life Science)	55.5%
7	Human Brain and Senses	56.0%
7	Planetary Science	56.5%
8	Earth History	49.0%
8	Properties of Matter	67.3%

Although assessments are embedded into lessons throughout each model, strategies for continuous assessment need to be documented on the basis of work products, oral communication, presentations, and note-booking. The benchmark for the module assessments was projected at 75% since students are permitted to refer to their notebooks during the test. Only one grade achieved the benchmark, and only in one module. There is clear indication that ample opportunities for journal writing (note-booking) need to part of every science activity. The use of writing and journal entries is critical to affirm conceptual understanding and to foster the development of literacy skills.

Grade three cumulative assessment measured students' understanding and application of magnetism, electricity, and the human body. The cumulative assessment in grade six measured the understanding and application of microworlds, mixtures and solutions, and the technology of paper. A comparison of the grade three midterm from 2000-2001 to 2001-2002 shows a slight increase in the percent of students passing. The exams for both grade three and grade six could not be compared to the previous year, since final exams were not given in 2001-2002. The difference in the reporting of grade three and grade six final exam data demonstrates a clear need for more consistency with data collection particularly in analyzing multiple choice and narrative response items. There was a decline in performance between the midterm and the final in both grades three and six, reflecting the rigor and cumulative nature of the final exams.

A comparison of the cumulative module assessment (see chart below) in grade eight with the 2002 GEPA results indicates a need to more closely align assessments with GEPA test specifications.

Grade 8	Percent Proficient or Advance Proficient	GEPA 2001-2002 Results
SLT I	72%	41.7%
SLT III	59%	22.6%
SLT IV	84%	39.6%
SLT V	54%	26.5%
District	58.2%	33.3%

A comparison of the district's cluster means to the states' mean for the past 3 years (see chart below) indicates that while the district's scores are below the states', they reflect similar rates of increases and/or decreases from year to year. There is a need to align and correlate district assessment items to reflect the standardized clusters on the GEPA, so that teachers will be better able to target specific student needs.

GRADE EIGHT ASSESSMENT
3 YEAR COMPARISON - '00, '01, '02
SCIENCE CLUSTERS - DISTRICT RESULTS
MEAN SCORES

Clusters	2000 District General Ed	2000 State Just Proficient Means	2001 District General Ed	2001 State Just Proficient Means	2002 District General Ed	2002 State Just Proficient Means
Life Science	6.5	7.5	7.6	8.3	7.6	8.6
Physical Science	7.8	9.4	6.7	7.6	6.8	7.4
Earth Science	5.9	7.1	6.1	6.1	5.5	6.0
Cognitive Skills	10.1	11.9	9.4	10.2	10.2	11.3
Process Skills	10.1	12.1	11.0	12.8	9.7	10.7
Total Scale School Means	188.2	--------	191.1	--------	193.0	--------

Just Proficient Means: These are means for all students in the state whose raw score is at the proficient level with a GEPA score of 200.

2002 vs. 2001 Results

Subject	2002 Final Overall %	2002 Midterm Overall %	% Differential	2002 Final Multiple Choice %	2002 Midterm Multiple Choice %	% Differential
CP Biology	75	65	+10	61	61	-
Gen. Biology	72	65	+7	63	55	+8
Chemistry	74	71	+3	73	74	-1

Comp. Science	69	71	-2	72	60	+12
Physics	87	87	-	85	89	-4

Open- Ended Rubric Scores

Subject	% Responding	Final 2002 % Passing	Final 2001 % Passing	% Differential	% Responding	Midterm 2002 % Passing	Midterm 2001 % Passing	% Differential
CP Biology	96	69	73	-4	89	64	44	+20
Gen. Biology	91	48	61	-13	89	42	31	+11
Chemistry	89	57	53	+4	98	48	40	+8
Comp. Science	84	60	51	+9	88	51	36.4	+14.6
Physics	88	75	71	+4	95	56	53	+3

ANALYSIS AND IMPACT

The overall performance on grades 9 –12 District Science Assessments is average with the exception of the performance in Physics, which was above average. When the 2002 Final Examination results are compared with the results of the 2001 Final Examination, there is a significant increase, 9 percentage points, in General Biology. There is a marginal increase in Physics, 4%, and a negligible increase of 1% CP Biology and a decrease in Chemistry and Comprehensive Science, -4% and –2%, respectively.

In the area of Multiple Choice, significant increases were made in Comprehensive Science, 12%, and General Biology, +8%. There was no % gain in CP Biology and a decline in Chemistry, -1, and Physics, -4. It should be noted here that although there is a slight decline in Physics, the performance is still above average.

On the average, the number of students responding to open-ended questions has consistently increased, reflecting the district's efforts to train teachers on the use of rubrics and the inclusion of open-ended questions on teacher made assessments. Only nine percent of the students tested did not respond to the open-ended questions. Comprehensive Science showed the greatest percent of improvement, 9 %, with General Biology showing the least percent improvement, -13%. Chemistry and Physics both showed a 4% increase while CP Biology declined by 4 percentage points.

There was an overall percent increase in performance on the Final as compared to the Midterm. The most growth was shown in CP Biology, +10%, followed by General Biology, +7%, then Chemistry, 3%. There was a 2% decline in Comprehensive Science and Physics remained constant, above average scoring.

The lowest performance percentage on the Finals occurred in Comprehensive Science, 69%, followed by General Biology, 72%. Comprehensive Science is a course that is less lab-oriented and more lecture-oriented. General Biology has a similar format.

The performance in Physics could be consistently higher because of the relatively small number of students who, more often than not, elect to take the course. These students are probably planning a major in the sciences and are in the top percentile of their class.

Although the data shows significant improvement in the area of open-ended responses from 2001 to 2002, the overall performance is still average or below average which indicates the need to continue to improve in this area.

RECOMMENDATIONS AND MODIFICATIONS

Comprehensive Science and General Biology classes need to integrate activities, such as SEPUP, into their format as often as possible. Although the Office of Science Education offered SEPUP workshops during the year, the number of teachers enrolled needs to increase dramatically. All ninth and tenth grade teachers who do not have laboratory facilities should participate in these or similar workshops.

The Office of Science Education should provide professional development in the following areas:

- Writing open-ended questions and incorporating them into instruction and on-going assessments.

- Hands-on activities for classroom with limited space and facilities, i.e. SEPUP.

- Note-booking so that every student will maintain a written record as a ready reference and impact on writing as an integral part of the scientific learning process.

- Integrating science and literacy.

- Establishing science labs in every school.

- Reporting and analyzing assessments to promote consistency and full participation in reporting and analyzing results.

- Using pre-assessments to support targeting the teaching of skills important to learn for standardized tests, as well as to focus on specific student needs.

STRATEGY I: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

STRATEGY 2:   Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

STRATEGY 3:   Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: Secondary midterms and final examinations; midterm and final exam results for students in grades 9-11; Open-ended results on the midterm and final examinations; Analysis of midterm results for students in grades 9-11.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	ACCOMPLISHED No	EMERGING	PROGRESSING	ACHIEVED
1.17 Implement revised Social Studies curriculum for grades K-4, 5-8, and 9-12 that incorporates thematic content, national and state standards and frameworks, activity samples and references for cross-content connections.	23	✓		✓		
1.18 Expand and implement school-level staff development for Character Education infusion to emphasize student writing activities as part of the Social Studies content instruction through *We The People* in grades 5,8, and 10 and *Touchstones* in grade 6.	23	✓		✓		
2.7 Revise and administer CCCS-aligned Social Studies midterm and final exams at grades 9-11 in January and June, 2002.	29	✓		✓		
2.8 Provide baseline and comparative reports in February 2002 and June 2002 that present the relative strengths and needs as indicated by the results of the NJCCCS aligned Social Studies assessments.	29	✓		✓		

STRATEGY I: Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.

STRATEGY 2:	Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.
STRATEGY 3:	Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS:	Secondary midterms and final examinations; midterm and final exam results for students in grades 9-11; Open-ended results on the midterm and final examinations; Analysis of midterm results for students in grades 9-11.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	No	EMERGING	PROGRESSING	ACHIEVED
3.2 Continue to evaluate writing in all content areas utilizing NJDOE rubrics and design tasks, that measure content area competency through literacy in Health, Mathematics, Science and Social Studies.	32	✓		✓		
3.11 Implement Newark Voices/Eagleton Institute of Politics-Annenberg Public Policy Center.	35	✓		✓		

SOCIAL STUDIES

ANALYSIS AND IMPACT

New midterm and final assessments were administered in the high schools in World Cultures (Grade 9), United States History I (Grade 10), and United States History II (Grade 11-12). Assessment design was based on the state administered High School and Grade Eight Proficiency Assessments. Students taking the HSPA will be expected to write for a variety of purposes covering a series of clustered skills. In response to this format, the writing portion of the test included both mastery of content and writing skills. The writing portion comprised 48% of the total assessment and multiple choice questions 52%. The percentages provided are weighted and reflect the key provided on each multiple-choice subject table page in the report.

Comparison of 2001-2002 Midterms and Final Exams

	2001 Total % Passing Midterm	2002 Total % Passing Midterm	2001 Total % Passing Final	2002 Total % Passing Final	2002 Total % OE Passing Midterm	2002 Total % OE Passing Final
World Cultures	78%	57%	NA	38%	55%	38%
US History I	76%	37%	NA	45%	36%	54%
US History II	77%	70%	NA	44%	49%	47%

Clustered Multiple Choice Responses

	% Correct Civics	% Correct Social History	% Correct History	% Correct Economics	% Correct Geography
World Cultures	49.9	51.7	27.2	47.3	41.2
US History I	40.2	35.8	27.7	35.6	51.0
US History II	26.3	44.1	18.5	29.2	18.2

Comparison of Multiple Choice and Open-Ended

	% Passing Multiple Choice	% Passing Open-Ended(scores of 3 & 4)	% Passing Total
World Cultures	43.6	38.3	38
US History I	38.8	54	45
US History II	32.1	47.1	44

Previous exams did not provide adequate data in evaluating student knowledge of core content. In response to this concern, the multiple-choice questions were clustered according to content areas. These included Civics, Social History, Economics, History, and Economics. The data indicates notable strengths in Civics/History and Geography. This may be attributed to the implementation and ongoing attention to civics related programs in grades

9 *(We the People, Newark Student Voices, NAACP Voter Empowerment),* (50% mastery), and grade 10 (40% mastery). Historical core content knowledge results (18%, 27%, 27%) provided an indication that the emphasis and presentation of more historical content than pedagogy is required in the classroom. The open-ended responses outscored the multiple-choice responses by more than 10% overall. This indicates an improvement in student writing responses.

Discrepancies and confusion in reporting the data affected a more precise and complete report. Portions of the 2003 reporting forms will be redesigned to address this concern. The number of average forms per school (20-40 forms /3000 to 4000 test items) and lack of training in reporting the data should be addressed in fall 2002 teacher training sessions. Some schools reported open-ended items as a representation of the number of total students in reporting the data, while others registered information reflecting total number of items for the same data to be reported. However, the class reporting forms will provide teachers with valuable information on individual student achievement and as a reflective tool for their own practice.

In comparing writing samples from the schools, it may be noted that a more uniform process and knowledge of the writing rubric in the content areas still exists. This subjective process will require more aggressive intervention to assist teachers in grading the open-ended questions more uniformly and accurately.

Attendance figures suggest a rescheduling of the final assessment date, as a significant number of students registered on roll did not take the final assessments adversely affecting the data. In the future, schools will again be reminded that reporting data is crucial for improving student performance.

Due to reporting errors and the omission of data by the magnet schools, a meaningful comparison of the data between the comprehensive and magnet schools is not possible. The magnet schools' data that was provided demonstrated better overall mastery/proficiency than the comprehensive schools, although the combined district scores are still below the benchmark passing score of 65%

A comparison of the 2001-2002 total student % passing rates indicates a significant drop from 2001 to 2002. The new tests were constructed on the alignment percentage of the National Standards for History and the 2001-2002 Newark Public Schools Social Studies Curriculum Guides introduced in fall 2001. The combination of new curriculum guides, scope and sequence guidelines, and assessment, might have contributed to the lower test scores. Additional staff development during the next school year seems to be required in order to improve student achievement as measured by midterms and finals.

MODIFICATIONS AND RECOMMENDATIONS

Clarify data collection instructions with schools at in-service opportunities by giving feedback on this year's process to improve accuracy and reliability in the future of the data reported.

Use district opportunities, such as NUA, for cross-content and social studies specific in-service workshops to improve uniform application of the rubric scoring process toward improving reliability (i.e. use 2 or more readers/scorers to review each writing sample).

Improve alignment of curriculum guides, scope and sequence standards, and assessment through staff development.

STRATEGY I:	Strengthen the alignment of curriculum and instruction by emphasizing student-centered teaching.
STRATEGY 2:	Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.
STRATEGY 3:	Implement a reading comprehension and writing program at all grade levels and in all content areas utilizing the NJDOE writing rubric.

EVALUATIONS: Secondary Health mid-term and final exams. Team sportsmanship rating sheets; Student performance as measured by the secondary health mid-term and final examinations; Open-ended results on the midterm and final examinations.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	No	EMERGING	PROGRESSING	ACHIEVED
1.21 Implement a K-12 health physical education and athletics program to focus on fitness and sportsmanship.	24	✓		✓		
2.9 Implement district-wide mid-year and final assessments for all secondary school health courses (Grades 9-12)	29	✓		✓		
3.2 Continue to evaluate writing in all content areas utilizing NJDOE rubrics and design tasks that measure content area competency through literacy in Health, Mathematics, Science and Social Studies.	32	✓		✓		

HEALTH AND PHYSICAL EDUCATION

ANALYSIS AND IMPACT

It is recommended that the Newark Public Schools introduce and continue the following instructional practices for the 2002-2003 school year.

Secondary Health final exams were revised and aligned with the NJCCCS and reflect the district's writing initiatives. Since the exams were new, baseline data will be established from this year's results. A greater emphasis on open-ended questions and the use of the NJDOE writing rubric was reflected in staff development activities throughout the year. Additional training was received at school sites. High school teachers continued to be part of the NRA collaboration.

	Multiple Choice % Passing		Open Ended Essays % Passing		% Passing	
	Midterm	Final	Midterms	Finals		
Health I	63	74.3	49	48.6	61.3	75.9
Health II	60	67.8	44	42.3	64.4	75.6
Health III	63	82	56	59.9	68.9	80.3
Health IV	67	82.6	58	65.5	70.4	80.8

The percentages of students passing the final improved significantly from the midterm results. Writing improved significantly in 44% of the high schools.

RECOMMENDATIONS AND MODIFICATIONS

- Continue to build capacity in the writing process through on-going assessment and utilization of rubrics for both instructional staff and students.

- Develop content area reading and writing activities with assistance from NUA and the Office of Language Arts Literacy.

STRATEGY 2: Develop and administer CCCS-aligned assessments of student performance in the content areas to evaluate student achievement of the CCCS and to modify instruction to meet student needs.

EVALUATIONS: Secondary midterm and final examinations.

ACTION PLAN

ACTION STEPS	PAGE IN PLAN	ACCOMPLISHED Yes	No	EMERGING	PROGRESSING	ACHIEVED
2.15 Design developmentally appropriate assessments at selected grades to establish baseline data on communicative proficiency and cultural knowledge in the target language/culture.	31	✓		✓		

ANALYSIS AND IMPACT

During the 2001-2002 academic year, Secondary Level I mid-terms and finals were developed in Spanish and French. The development process included a review-revision sequence where teacher recommendations contributed to the improvement of the instrument. The initial field-testing results and comments are as follows:

World Language Assessment
French I and Spanish I
Summary of Midterm and Final Exams Showing the Average Raw Score in Percent Form

School	Spanish I Midterm	Spanish I Final	French I Midterm	French I Final
Arts	69	69	74	73.5
Barringer	56	65.4	64	41.4
Central	--	62.3	--	--
East Side	70.7	63.9	57	62
Malcolm X Shabazz	42	45.8	57	49.4
Science	--	78.2	--	80.3
Technology	--	52.2	--	76
University	65	69.4	--	--
Weequahic	47.7	16	36.8	40.2
West Side	48	55.6	57.3	53.1
District Average	**49.7**	**50.7**	**49.3**	**59.5**

French I

The exam consists of three parts: multiple choice, writing and speaking. The multiple-choice section has subsections on listening, culture, grammar and reading.

Summary of the French I Final Exam in Percent Form

Sections	# of Points	Average Raw Score	Average Raw Score
Multiple Choice			
Listening	20	9.6	48
Reading	20	13.6	68
Grammar	20	15	75
Culture	20	13.8	69
Writing	30	18.5	61.7
Speaking	20	10.1	50.5
TOTAL	**130**	**80.6**	**59%**

A total of 8 schools offer French I. Five of them scored at the 50% level or better. The multiple-choice section showed the highest scores with cumulative averaged raw scores at the 65.1% level. In this section grammar, culture, and reading with averaged raw scores at the 75%, 69%, and 68% respectively showed better scores than listening with averaged raw scores at the 48% level.

The second highest scores were in the writing section with averaged raw scores at the 61.7% level. Speaking showed the lowest scores with averaged raw scores at the 50.5% level.

Overall, speaking and listening showed the lowest scores and grammar the highest scores. The results suggest that teachers still place the greatest emphasis on the structural rather than the communicative components of language education.

The base line data for proficiency has not been established. It will be established in consultation with teachers and department chairs upon review of all the data.

Spanish I

The exam consists of three parts: multiple choice, writing and speaking. The multiple-choice section has subsections on listening, culture, grammar and reading.

Summary of the Spanish I Final Exam in Percent Form

Sections	# of Points	Average Raw Score	Average Raw Score in Percent Form
Multiple Choice			
Listening	20	7	35
Reading	20	10.4	52
Grammar	15	11.9	79.3
Culture	15	9	60
Writing	15	8.2	54.6
Speaking	15	7.2	48
TOTAL	**100**	**53.7**	**53.7%**

A total of 10 schools offer Spanish I, eight of them scored at the 50% level or better. The multiple-choice section showed the highest scores with cumulative averaged raw scores at the 56.5% level. In this section, grammar, culture, and reading with averaged raw scores at the 79.3%, 60%, and 52% respectively showed better scores than listening with averaged raw scores at the 35% level.

The second highest scores were in the writing section with averaged raw scores at the 54.6% level. Speaking showed the lowest scores with averaged raw scores at the 48% level.

Overall, speaking and listening showed the lowest scores and grammar the highest scores. The results suggest that teachers still place the greatest emphasis on the structural rather than the communicative components of language education.

The base line data for proficiency has not been established. It will be established in consultation with the teachers and department chairs upon review of all the data.

RECOMMENDATIONS AND MODIFICATIONS

- The Office of Bilingual Education will focus staff development for both Spanish and French teachers during the 2002-2003 academic year on the development of units of study that have more emphasis on communicative activities that highlight listening and speaking.

- The district Level I finals were given at the end of June. In the fall, the teachers' perceptions of the validity of the test in terms of equitable coverage of skills, levels of difficulty, etc. will be collected and reviewed prior to revision. As appropriate, a revision would also examine the dynamics of test administration within the contexts of both forms of secondary instruction: traditional two semester studies and half-year block scheduling.

- Develop Level II French and Spanish assessments.

- Increase efforts in listening and speaking skills so students reach a proficient level.

S E C T I O N II

COMPLIANCE
CORRECTIVE ACTION PLANS (CAP)

5.1   PUPIL ATTENDANCE
5.2   DROPOUTS
7.1   STATE AID
7.2   GENERALLY ACCEPTED ACCOUNT PROCEDURES
7.3   OVER EXPENDITURE AUDIT RECOMMENDATIONS
7.4   ANNUAL AUDIT RECOMMENDATIONS
7.5   TRANSPORTATION CONTRACTS
7.6   HEALTH AND SAFETY
7.7   COMPREHENSIVE MAINTENANCE PLAN
7.8   FACILITY MASTER PLAN/SUBSTANDARD CLASSROOMS
SPECIAL EDUCATION
HOME INSTRUCTION

NEWARK PUBLIC SCHOOLS
Office of Attendance

Corrective Action Plan

5.1: Attendance

The Newark Public Schools, Office of Attendance has worked progressively and diligently to insure that the district maintain a 90 percent or better attendance rate; incorporating new strategies and internal procedures to assist the attendance staff in their mandate to maximize student attendance. In the 2001-2002 school year Newark district schools have met, and in some instances, exceeded the 90 percent attendance goal, with a district-wide attendance achievement of 91.2 percent.

In order to insure continued compliance and attendance success, the following strategies will prevail:

> ➢ Continue the identification of March and May as "perfect attendance" months to ignite students' inherent competitive spirit.

> ➢ Expansion of the "Perfect Attendance" Poster Contest which has succeeded as a positive incentive, offering competing students savings bonds, trophies and certificates for their winning entries.

> ➢ Continue meeting with staff of schools who are at-risk of not meeting the attendance goal, and giving technical assistance from the Office of Attendance at the Central Office.

> ➢ Continue review of the monthly attendance statistical reports at the Office of Attendance staff meetings and the district's Attendance Improvement Committee meetings to determine at-risk schools, and develop a plan of action to assist. This is accomplished by reviewing the schools' Attendance Improvement Plan, and modifies and/or adjusts to insure the attendance goal is met.

The district and the Office of Attendance will work with elementary, middle and high schools that continue to struggle to acquire the 90 percent or better attendance rate. The inclusion of dropout prevention officers at the high schools and selected elementary/middle schools in the 2001-2002 school year assisted in helping the district enjoy its greatest success in attendance ever. With the new school year (2002-2003), this position has been eliminated in many of the schools and thus, "new" strategies will be developed to help counter this loss. Strategies such as expanded service to our displaced (homeless) student population that totaled 658 children in the 2001-2002 school year will be incorporated. The Office of Attendance/Homeless Unit will carefully monitor shelters and other facilities to insure that every school-aged child is attending school on a regular basis, and have the necessary resources for uninterrupted attendance, i.e., clothing, school supplies, bus tickets, etc.

The Office of Attendance Truancy Task Force Unit will request a full restoration of Newark police officers to the task force to insure that truancy task force bus units are deployed simultaneously throughout each ward of the city to pick-up truant students and return them to their respective school sites.

Additionally, "special" attention and a concrete plan for corrective action will be given to "habitual truants," including both the school staff and their parent/guardian in the process.

The Court Representative Unit will continue to offer pre-judicial conferencing to parents/guardians referred to truancy court due to their child's excessive absences. This effort will give additional assistance to families requiring supportive services prior to their court appearance. As an added measure of support, parents and students acquiring successful attendance after their court appearance will be formally acknowledged, in court, with a complimentary gift from the Office of Attendance as a reward for their achievement.

The Truancy Alternative Project, a collaborative program with Newark Public Schools, the Newark Municipal Court, area colleges and universities, as well as community organizations will continue to reach out to excessively truant students and their parents/guardians, providing academic tutoring and mentoring for the students as well as parental counseling.

The timelines to implement and/or expand the aforementioned strategies will be from August 2002 through June 2003. The responsible staff would include, but not be limited to the appropriate Associate Superintendent, Supervisor of the Office of Attendance, Directors of Student Services and Student Information respectively, school principals and the Office of Attendance staff.

7/15/02
sjj

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: August 1, 2002

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
1	(1) The average daily attendance rate for each district shall average 90 percent or higher as calculated for the three years prior to the school year in which the district is evaluated.	C	These strategies are implemented each year to maintain compliance. The Office of Attendance works collaboratively with schools to ensure appropriate activities and actions are completed.	The District has met this indicator and has in place incentives for schools to meet or exceed this goal. The percentage for the last three years is 90.5 percent. **Strategies to Maintain Compliance** Continue the identification of March and May as "perfect attendance" months. Expansion of the "Perfect Attendance" Poster Contest which has succeeded as a positive incentive, offering completing students savings bonds, trophies and certificates for their winning entries. Continue meeting with staff of schools who are at-risk of not meeting the attendance goal, and giving technical assistance from the Office of Attendance at the Central Office. Continue review of the monthly attendance statistical reports to determine at-risk schools, and develop a plan of action to assist. Continue to monitor absences and have attendance counselors work collaboratively with school personnel
1	(2) Each school with a three- year average below 90 percent shall develop performance objectives to improve pupil attendance.	C	<u>June 2003</u> All but three of the school's attendance rate showed improvement. The district will continue to implement strategies to achieve compliance.	Five of the comprehensive high schools: Barringer; Central; East Side; Weequahic; and Malcolm X Shabazz did not meet the criteria, however; West Side High exceeded the criteria with a 90.2 percent in the 2001-2002 school year. Two special education schools: Montgomery High and Samuel L. Berliner, as well as Harold Wilson Middle School; William A. Brown, Jr. Academy Middle School; and Boylan Early Childhood School did not meet The criteria. **Strategies to Achieve Compliance** Office of Attendance will work with elementary, middle and high schools that continue to struggle to acquire the 90 percent or better attendance rate.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: August 1, 2002

	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
1	(2) continue			Service will be expanded to our displaced (homeless) student population that totaled 658 children in the 2001-2002 school year. Services will be incorporated by carefully monitoring shelters and other facilitates, to insure that every school-aged child is attending school on a regular basis, and have the necessary resources for uninterrupted attendance, i.e., clothing, school supplies, bus tickets, etc.
				The Office of Attendance Truancy Task Force Unit will request a full restoration of Newark police officers, to insure that Truancy Task Force Bus Units are deployed simultaneously throughout each ward of the City of Newark, to pick-up truant students and return them to their respective school sites.
				"Special" attention and a concrete plan for corrective action will be given to "habitual truants," including both the school staff and their parent/guardian in the process.
				The Court Representative Unit will continue to offer pre-judicial conferencing to parents/guardians referred to truancy court due to their child's excessive absences, giving additional assistance to families requiring supportive services prior to their court appearance.
				As an added measure of support, parents and students acquiring successful attendance after their court appearance will be formally acknowledged, in court, with a complimentary gift from the Office of Attendance as a reward for their achievement.
				The Truancy Alternative Project will continue to reach out to excessively truant students and their parents/guardians, providing academic tutoring and mentoring for the students as well as parental counseling.

School/District ADE/ADA Summary

COUNTY: 13- ESSEX
DISTRICT: 3570 – NEWARK CITY

SCHOOLS	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	ADA RATE
ABINGTON AVE	872.6	814.1	93.3
ALEXANDER ST.	498.3	463.7	93.0
ANN ST.	1107.8	1067.1	96.3
ARTS HIGH	509.9	470.9	92.4
AVON AVE.	668.0	617.8	92.5
BARRINGER HIGH	1682.9	1451.8	86.3
BELMONT-RUNYON	334.3	313.5	93.8
BOYLAN ST.	155.0	143.8	92.8
BRAGAW AVE.	392.9	359.9	91.6
BRANCH BROOK	180.3	165.9	92.0
BROADWAY ELEM.	263.7	240.9	91.4
BRUCE ST.@.W. CARVER	65.4	61.4	93.9
BURNET ST.	399.4	367.5	92.0
CAMDEN MIDDLE	727.1	672.0	92.4
CAMDEN ST.	591.7	550.6	93.0
CENTRAL HIGH	552.4	461.0	83.5
CHANCELLOR ANNEX	205.1	190.8	93.0
CHANCELLOR AVE.	429.0	402.2	93.8
CLEVELAND	292.7	271.4	92.7
CLINTON AVE.	225.2	206.7	91.8
DAYTON ST.	466.2	419.5	90.0
DR. E. ALMA FLAGG	566.5	517.3	91.3
DR. MARTIN L. KING, JR.	564.6	520.6	92.2
DR WILLIAM H. HORTON	935.4	859.5	91.9
EAST SIDE HIGH	1411.3	1207.2	85.5
EIGHTEENTH AVE.	246.3	228.3	92.7
ELLIOTT ST.	731.6	678.8	92.8
FIFTEENTH AVE.	249.5	228.8	91.7
FIRST AVE.	720.4	681.8	94.6
FOURTEENTH AVE.	225.6	206.4	91.5
FRANKLIN	558.9	516.0	92.3
GATEWAY ACADEMY	598.8	485.0	81.0
GEORGE W. CARVER	910.5	844.1	92.7
GLADYS HILLMAN-JONES	343.8	318.8	92.7
HAROLD WILSON M.	242.6	218.9	90.2

HARRIET TUBMAN	*334.5*	*317.9*	*95.0*

New Jersey Department of Education
School Register Summary for School Year 2001-2002

School/District ADE/ADA Summary

COUNTY: 13- ESSEX
DISTRICT: 3570 – NEWARK CITY

SCHOOLS	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	ADA RATE
HAWKINS ST.	599.2	551.4	92.0
HAWTHORNE AVE.	400.4	370.2	92.5
JOHN F. KENNEDY	126.4	118.8	94.0
LAFAYETTE ST.	790.9	748.4	94.6
LINCOLN	552.2	516.5	93.5
LOUISE A. SPENCER	841.8	773.9	91.9
LUIS MUNOZ MARIN M.	903.5	841.3	93.1
MADISON	541.7	505.2	93.3
MALCOLM X SHABAZZ	1077.0	873.7	81.1
MAPLE AVE.	636.5	591.2	92.9
MCKINLEY	789.1	722.7	91.6
MILLER ST.	507.4	474.1	93.4
MONTGOMERY HIGH	209.9	173.7	82.8
MORTON ST.	320.6	297.6	92.8
MT. VERNON	733.2	688.2	93.9
NJ REGIONAL DAY	141.0	130.8	92.8
NEWTON ST.	550.8	505.0	91.7
OLIVER ST.	786.6	735.1	93.5
PESHINE AVE.	800.5	746.7	93.3
QUITMAN ST.	401.3	369.4	92.0
RAFAEL HERNANDEZ	805.3	734.6	91.2
RIDGE ST.	798.3	743.8	93.2
ROBERTO CLEMENTE	580.3	536.3	92.4
ROSEVILLE AVE.	193.1	177.3	91.8
SAMUEL BERLINER	51.8	40.9	79.0
SCIENCE HIGH	539.1	496.5	92.1
SOUTH 17TH ST.	559.1	508.9	91.0
SOUTH ST.	285.2	263.9	92.5
SPEEDWAY AVE.	235.1	216.0	91.9
SUSSEX AVE.	423.4	387.6	91.5
TECHNOLOGY HIGH	625.0	557.9	89.3
THIRTEENTH AVE.	758.0	689.7	91.0
UNIVERSITY HIGH	494.5	464.0	93.8
VAILSBURG MIDDLE	820.1	742.7	90.6
WARREN ST.	255.0	231.3	90.7

| WEEQUAHIC HIGH | 871.9 | 746.7 | 85.6 |

New Jersey Department of Education
School Register Summary for School Year 2001-2002

School/District ADE/ADA Summary

COUNTY: 13- ESSEX
DISTRICT: 3570 – NEWARK CITY

SCHOOLS	AVERAGE DAILY ENROLLMENT	AVERAGE DAILY ATTENDANCE	ADA RATE
WEST KINNEY ALT. HIGH	*222.8*	*165.9*	*74.4*
WEST SIDE HIGH	*1115.3*	*1006.3*	*90.2*
WILLIAM H. BROWN M.	*398.6*	*356.2*	*89.4*
WILSON AVE.	*873.3*	*831.9*	*95.3*

SCHOOLS NOT MEETING 90% DAILY ATTENDANCE RATE

SCHOOL	ATTENDANCE 1999-2000	ATTENDANCE 2000-2001	ATTENDANCE 2001-2002
Barringer High	82.6	82.6	86.3
Boylan	87.4	89.2	92.8
Central High	81.7	82.1	83.5
East Side High	78.5	80.7	85.5
Gateway Academy	62.3	65.7	81.0
Harold Wilson	89.6	89.4	90.2
Malcolm X Shabazz High	72.5	76.9	81.1
Montgomery	81.8	83.1	82.8
Samuel Berliner	80.2	79.3	79.0
Weequahic High	81.5	82.1	85.6
West Kinney Alt. High	57.5	71.2	74.4
West Side High	86.0	87.5	90.2
Wm. Brown Academy	90.4	89.5	89.4

Attainment of Corrective Action Plans

District: Newark

Date: July 18, 2002

CAP: Dropouts 5.2

(1)   The District dropout rate for pupils grades 7 through 12 shall not exceed ten percent as calculated for the year prior to the school year in which the district is evaluated.

The district dropout rate is in compliance with the state's indicator. The dropout rate for the district from September 2001 to June 2002 is **6.02%** a decrease of **2.72%.** The dropout rate for 2000 – 2001 was **8.74%.**

(2)   Each school with a dropout rate exceeding ten percent as calculated for the year prior to evaluation, shall develop a performance objective to reduce the dropout rate pursuant to N.J.A.C. 6:8-3.2.

The dropout rate for 2001 – 2002 Malcolm X Shabazz High School is **10.73%**. This is reduced from **15.92%** in 2000 – 2001. A reduction of **5.19%** was accomplished. The indicator was not met but a significant reduction of the dropout rate was achieved.

West Kinney Alternative High School's dropout rate for 2001 – 2002 is **20.00%** a significant decrease over 2000 – 2001 school year. The dropout rate for 2000 – 2001 was **27.91%** indicating a **7.91%** decrease in dropouts. Again, the indicator was not met.

Gateway Academy an alternative school for students that have been incarcerated and serves as a transitional school with supportive services as well as alternative programs: Twilight, Renaissance and Vacamas. The dropout rate is **17.16%**.

Strategies to Maintain Compliance

The district continues to implement strategies and programs to achieve compliance. We will concentrate on looking at these three schools on a monthly basis and provide interventions as needed. We will provide staff development to individuals completing and preparing the dropout report.

The support staff will work collaboratively to lend support to students and families to prevent students from dropping out of school.

The largest number of dropouts are coded as D8's - a student who ceases to attend, is absent more than ten days and whose whereabouts and school status is unknown.

Dropout Prevention Officers/Attendance Counselors, Guidance Counselors will continue to develop and maintain strategies at each school to reduce the number of dropouts. These strategies will be part of each school's plan.

Strategies to Achieve Compliance

The district has implemented in each comprehensive high school career academies which will demonstrate relevancy of subjects to career interests.

The district has implemented an early dropout prevention program in four elementary schools, Project Accel for students that have been once or twice retained. It is an accelerated program in which students are provided the opportunity and skills to achieve parity with their peers.

The district has implemented an alternative programs for all middle grade students who are not succeeding in their present schools. These programs will provide small group instruction and social support to enable students to continue their education.

The district has also implemented the Twilight Program for secondary students who are not succeeding. This program also provides small group instruction and social supports. The district has implemented the School-to-Careers Program in all secondary schools.

Responsible staff will include but not limited to: Shirley Grundy, Director of Student Services, Rodrick Alston, Supervisor of Attendance, JoeAnn Trotman, Supervisor of Guidance, Attendance Counselors, Guidance Counselors, Dropout Prevention Officers, Dr. Jack Duggan, Director of Student Information Services, School Administrators, Whole School Reform Social Workers and Health and Social Services Coordinators.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK

DATE: August 1, 2002

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
5.2	(1) The district Dropout rate for pupils in grades 7 through 12 shall not exceed ten percent, as calculated for the year prior to the school year in which the district is evaluated.	C	The district continues to implement strategies to maintain compliance and improve rates.	This indicator was met. The dropout rate for the district during the 2001-2002 school year was 6.02%. **Strategies to Maintain Compliance** Continue staff development for dropout prevent officers in the middle and secondary schools. Guidance counselors will develop and maintain strategies at each school to reduce the number of dropouts. These strategies will be part of each school's plan. Expand career academies in secondary schools to provide more meaningful programs.
5.2	(2) Each school with a dropout rate exceeding ten percent, as calculated for the year prior to evaluation, shall develop a performance objective to reduce the dropout rate, pursuant to N.J.A.C. 6:8-3.2.	N	The district continues to implement strategies to achieve compliance.	This indicator has not been met by all schools with students who are sixteen years of age or older. **Strategies to Achieve Compliance** An alternative programs for all middle grade students who are not succeeding in their present schools has been established. These programs will provide small group instruction and social supports to enable students to continue their education. An alternative program for over-aged elementary students has been developed. This program will help older students move through the curriculum and go on to high school. It will also provide appropriate opportunities for older students still in elementary school to continue their education. Develop performance objectives for each school with a dropout rate over 10%. This performance objective will be part of the school implementation plan and the activities will be coordinated with the school social support team or Pupil Resource Committee.

NEWARK PUBLIC SCHOOLS 2001-2002

DROPOUT STATISTICS FOR STUDENTS SIXTEEN YEARS OF AGE AND OLDER GRADES 7-12

Schools	7	8	9	10	11	12	Special ED.	Total Dropouts	Annual Enrollment (16 yrs. Old & Older)	Percent of Dropouts
Arts H.S.			0	0	0	0	0	0	324	0.00%
Barringer			4	14	10	13	0	41	1256	3.26%
Central			1	0	0	1	0	2	271	0.73%
East Side			12	3	9	3	4	31	1199	2.58%
Gateway Academy		1	47	32	19	5	0	104	606	17.16%
Montgomery			2	2	2	0	0	6	141	4.25%
Science			0	0	0	0	0	0	334	0.00%
Shabazz			36	24	15	10	0	85	792	10.73%
Technology			0	1	7	11	0	19	438	4.33%
University			1	0	1	0	0	2	266	0.75%
Weequahic			13	14	17	7	0	51	732	6.96%
West Kinney			35	20	8	8	0	71	355	20.00%
West Side			5	8	7	13	0	33	694	5.20%
TOTAL H.S.		1	156	118	95	71	4	445	7408	6.00%
Abington	0	0					0	0	0	0.00%
Ann Street	0	0					0	0	0	0.00%
Avon Avenue	0	0					0	0	1	0.00%
Bragaw Avenue	0	0					0	0	0	0.00%
Burnet Street	0	0					0	0	0	0.00%
Camden Middle	0	0					0	0	0	0.00%
Chancellor Avenue	0	0					0	0	0	0.00%
Dayton Street	0	0					0	0	0	0.00%
Dr. M.L. King	0	0					0	0	0	0.00%
Dr. Wm. Horton	1	0					0	1	1	100.00%
Dr. E.A. Flagg	0	0					0	0	2	0.00%
Fifteenth Avenue	0	0					0	0	0	0.00%
First Avenue	0	0					0	0	2	0.00%
G.W. Carver	0	1					0	1	2	50.00%
Gladys Hillman-Jones	0	0					0	0	4	0.00%
Harold Wilson	0	0					0	0	1	0.00%
Hawkins	0	0					0	0	1	0.00%
Hawthorne Avenue	0	0					0	0	0	0.00%
Lafayette Street	0	0					0	0	4	0.00%
Luis Munoz Marin	0	0					0	0	3	0.00%
L.A. Spencer	0	0					0	0	2	0.00%
Maple Avenue	0	0					0	0	0	0.00%
McKinley	0	0					0	0	0	0.00%
Miller Street	0	0					0	0	0	0.00%
Morton Street	0	0					0	0	1	0.00%
Newton Street	0	0					0	0	0	0.00%
Oliver Street	0	0					0	0	0	0.00%
Peshine Avenue	0	0					0	0	1	0.00%
Quitman Street	0	0					0	0	0	0.00%
Rafael Hernandez	0	1					0	1	5	20.00%
Ridge Street	0	0					0	0	0	0.00%
So. 17th Street	0	0					0	0	0	0.00%
Sussex Avenue	0	0					0	0	0	0.00%
Thirteenth Avenue	0	0					0	0	0	0.00%
Vailsburg Middle	0	0					0	0	0	0.00%
Warren Street	0	0					0	0	0	0.00%
Wilson Avenue	0	0					0	0	0	0.00%
Wm. H. Brown	0	0					0	0	0	0.00%

Total Elementary	1	2					0	3	30	10.00%
Grand Total	1	3	156	118	95	71	4	448	7,438	6.02%

The Newark Public Schools

Office of Student Information Services

2 Cedar Street
Newark, New Jersey 07102-3091

Phone: (973) 733-6954

Fax: (973) 733-8164

Marion A. Bolden
State District Superintendent

William L. Librera
Commissioner of Education

John P. Duggan, Ed. D.
Director

Indicator 7.1 - <u>STATE AID</u>

The indicator 7.1 State Aid is in compliance. The district has submitted enrollment and other data necessary for state aid calculations accurately and by the dates specified by the Department of Education. The most recent adjusted aid data demonstrate that the accuracy of the data provided to the Department of Education greatly exceeds the 95 percent standard established in the previous year's corrective action plan.

The district continues to implement strategies to maintain compliance and increase the rate of accuracy of reported enrollment data. A new electronic student information system has been implemented in all 76 Newark Public Schools. The electronic database will enable the district to more closely monitor student enrollment data and more efficiently collect required ASSA data for submission to the Department of Education via DOEnet. The electronic database contains also a special education module which will record, calculate, and report required ASSA detail such as Tier assignment and special education related services. The special education module is expected to greatly enhance the report capability and accuracy of state aid data reporting.

The electronic student information system was piloted during the 2002-02 school year and will be the repository for all enrollment and attendance detail required for state aid reporting during the 2002-03 school year. All key school and administrative staff were trained in utilization of the database during the 2001-02 school year. Training for new staff and additional special education staff will occur at the outset of the 2002-03 school year to prepare for the October 15, 2002 student aid count.

Responsible staff for ensuring accuracy of reported enrollments and categorical aid assignments are Dr. John P. Duggan for the regular program and Dr. Helene Feldman for the special education program.

ALL CHILDREN *WILL* LEARN

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK

DATE: **August 1, 2002**

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.1	(1) The district shall accurately report enrollment and other data necessary for state aid calculations by the dates specified by the Department of Education	C		The district has been compliant in this indicator. Enrollment and other data are submitted by the dates specified.
7.1	(2) The most recent adjusted aid data shall demonstrate that aid is a least 95 per cent accurate. Adjustments due to district errors shall be less than five (5) % of the total aid. The district shall meet this performance standard for at least five(5) of seven(7) years, including the year evaluated.	C	The district continues to implement strategies to maintain compliance and improve rate.	The district is compliant in this **Strategies to Maintain Compliance** Continue to monitor the submissions of reports to ensure compliance with timelines. Continue to review data to ensure accuracy and make adjustments if necessary.

Indicator 7.2 – <u>GENERALLY ACCEPTED ACCOUNTING PRINCIPLES -GAAP</u>:

The district shall implement a uniform system of double entry bookkeeping and GAAP accounting in accordance with N.J.A.C. 6:20-2A.

The district has met and continues to be in compliance with this indicator. In
January 2000 the district successfully adopted and implemented a double entry bookkeeping system promulgated by Generally Accepted Accounting Principles (GAAP). All transactions are recorded timely and properly in district records and produced in the general ledger and subsidiary journals. Each month the district closes its financial records and generates a general ledger and subsidiary journals. In addition, monthly reconciliations of district banking and financial records are performed by the Treasurer of School Monies and compared to the general ledger. These comparative reports - the Board Secretary's (A-148) and Treasurer of School Monies (A-149) reports – are submitted and accepted by the Advisory Board at their monthly meetings.

The Chief Financial Officer/School School Business Administrator will continue to monitor on a monthly basis the district's financial position and monitor the production and timely submission of monthly report such as the Board Secretary's and Treasurer of School Monies. These reports will continue to be submitted to the Advisory Board and the County Superintendent's Office

Indicator 7.3 – <u>OVEREXPENDITURE OF FUNDS</u>:

<u>The district board of education shall implement adequate controls to prevent the overexpenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C. 6:20-2A-10.</u>

The district has met and continues to be in compliance with this directive. Procedures are now in place that will allow district schools/departments to prepare their budgets and review, via computer software, the status of expenditures and available balances. Controls are currently built into the district's accounting system that will not allow purchase orders to be processed whose amounts exceed the expenditure lines budgetary funds available. Expenditures anticipated that exceed budgetary funds available must be preceded or accompanied by a request for transfer of funds. Additional controls are also in place in the accounting system that would preclude the district from completing its reporting and general ledger process during its monthly and annual financial closeout procedures.

Each month the Board Secretary's Report is submitted to the district's Advisory Board and the County Superintendent's Office. Assigned staff members have the responsibility for producing and reconciling the monthly Board Secretary's Report and coordinating it with the Treasurer of School Monies Report.

The Chief Financial Officer/School Business Administrator will continue to monitor district records to ensure that overexpenditure of funds in major accounts do no occur and that reports are submitted timely and accurately to the appropriate authorities.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK

DATE: **August 1, 2002**

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.3	The district board of education shall implement adequate controls to prevent the over expenditure of any funds or yearly deficit in major accounts in accordance with N.J.A.C. 6:20-2A.10.	C	These strategies are implemented each year to maintain compliance.	The district has met this indicator. The Board Secretary's Reports are being produced monthly. This report is submitted to the district Advisory Board. Monthly submission of Board's Secretary's Reports to district Advisory Council has been scheduled. Assigned staff member has the responsibility for producing and reconciling the monthly Board Secretary's Report and coordinating it with the Treasurer's Report for monthly submission. **Strategies to Maintain Compliance** Continue to product the Treasurer's Report and transmit to appropriate offices. Monthly transmittal of the Board Secretary's Report will be scheduled and monitored. Designate staff member to have responsibility for producing and reconciling Board Secretary's Report and coordinating it with the Treasurer's Report. Schedule and monitor the transmittal of financial reports.

Indicator 7.4 – ANNUAL AUDIT RECOMMENDATIONS:

1. By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.

2. The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding evaluation.

The district was in compliance with both directors under this Indicator. The Comprehensive Annual Financial Report (CAFR) for the Fiscal Year Ended June 30, 2001 was submitted prior to the November 5 deadline. This was the first time in several years that the CAFR was submitted prior to the November 5 deadline. The CAFR for Fiscal Year Ended June 30, 2001 was an Unqualified Opinion which noted there were no material weaknesses in internal controls or instances of noncompliance with Government Auditing Standards and audit requirements as prescribed by the Division of Finance, Department of Education, State of New Jersey.

The Finance and Budget Departments continues to monitor the monthly closings and all transactions including the timely recording of regular deposits, adjustments and transfers at year end to ensure that the books and records are completed to allow auditors to prepare the annual audit report.

The district developed a Corrective Action Plan to correct all audit recommendations received for the fiscal year ended June 30, 2001. The Chief Financial Officer/School Business Administrator along with members of the Finance and Budget Departments reviews and monitors periodically the activities identified in the Corrective Action Plan to ensure compliance with all audit recommendations.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK

DATE: **August 1, 2002**

#	INDICATOR	STATUS	EXPECTATION	<u>COMMENTS</u> <u>MAINTENANCE OF</u> <u>COMPLIANCE</u>
7.4	(1) By November 5, the district shall file an annual audit of accounts and financial transactions with the Division of Finance in accordance with N.J.S.A. 18A:23-1 et seq.	C		The district was compliant with this indicator. Compliance final year closeouts will be done in a timely manner to allow auditors ample opportunity to prepare annual audit by November 1sr. All transactions including regular deposits, adjustments and transfers will be completed to allow auditors to prepare annual audit report. The June 30th Board Secretary's Report will be submitted by August 1st of each year.
7.4	(2) The district board of education shall implement a plan resulting in the correction of all audit recommendations. Recommendations shall not be repeated for the two years immediately preceding evaluation.	C	These strategies are implemented each year to maintain compliance.	Corrective Action Plans have been developed to correct all audit recommendations. **Strategies to Maintain Compliance** Monitor the timely completion of transactions including regular deposits, adjustments and transfers. Monitor the activities identified in the Corrective Action Plans to ensure compliance with the audit recommendations.

PUPIL TRANSPORTATION

CAP: Transportation Contracts

Indicator 7.5 - 1:   The district shall administer school transportation contracts.

The district is in compliance under an agreement with ECESC to   contract   all transportation services for the district.

The district contracts all transportation with the Essex County Commission who is responsible for obtaining the cost reviews and approval. The district's Office of Transportation works with the commission to ensure the district transportation needs are met in a timely manner.

The ECESC office reviews all contracts and costs. The ECESC is responsible for transmitting contracts annually and for submitting all contracts to the county superintendent for approval.

Strategies for improvement: None

Projected timelines: None

Responsible staff: Valerie Wilson and Joseph Somai

Indicator 7.5 - 2:   All transportation contracts shall be submitted to the county superintendent for approval in accordance with N.J.S.A. 18A:39-2 and 3 and N.J.A.C. 6:21-16.1.

The district is in compliance with ECESC to provide transportation services for the Newark Public Schools. The ECESC is responsible for submitting all transportation contracts for the Newark School District to the county superintendent for approval in accordance with N.J.S.A, 18A:39-2 and N.J.A.C. 6:21 – 16.1

Review contracts annually with our legal counsel to ensure appropriateness. Monitor complaints and meet regularly with Essex County Commission to ensure district needs are met.

Strategies for Improvement: None

Projected Timelines: None

Responsible staff: Valerie Wilson and Joseph Somai

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: August 1, 2002

CAP   TRANSPORTATION CONTRACTS

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.5	(1) The district shall Administer school Transportation contracts.	C		The district contracts all transportation with the Essex County Commission who is responsible for obtaining all cost reviews and approvals. The district's Office of Transportation works with the Commission to ensure the districts transportation needs are met in a timely manner. This office reviews all contracts and costs.
7.5	(2) All transportation Contracts shall be submitted to the county superintendent for approval in accordance with N.J.S.A. 18a:39-2 and 3 and N.J.A.C. 6:21-16:1	C	These strategies are implemented each year to maintain compliance.	All contracts are submitted to the county superintendent for approval and the Office of Transportation is responsible for transmitting contracts annually. Strategies to Maintain Compliance Review contracts annually with Office of Legal Counsel to ensure appropriateness. Monitor complaints and meet regularly with the Essex County Commission to ensure district needs are met.

Indicator 7.6 - <u>HEALTH AND SAFETY</u>:

The District has completed inspections along with health & safety assessments in all eighty two (82) District owned buildings in preparation for initiating a comprehensive health & safety construction program to begin in the summer 2002. In conjunction with the New Jersey Economic Development Authority (NJEDA) and the NJEDA's Regional Project Management Firm PB+3D/I, NPS has entered into a partnership to survey, design and provide remedial construction services on a $130 million dollar health & safety program. Several projects in all SLT's were started in June 2002. The majority of these projects are anticipated to be completed in early Spring 2003. The balance of the projects are anticipated to be complete by Fall 2003.

In addition to this program, NPS has also identified several health & safety projects above and beyond the scope of the initial NJEDA program and will execute projects for Design & Construction pending availability of funds.

The health & safety initiative is being coordinated by the Director of Design & Construction and the area based Building Managers under the supervision of the Executive Director of Facilities Management.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: August 1, 2002

<u>CAP   HEALTH AND SAFETY</u>

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.6	Pursuant to state and federal regulations, the district shall comply annually with health and safety requirements.	C	Dependent releasing of _funds and state final approvals of plans._ These strategies are implemented each year to maintain compliance.	The inspection has been completed and the district has identified the health and safety issues in each school. Checklists have been developed based on the inspection. These checklists are being used to identify scope of work and bidding process. **Strategies to Maintain Compliance**. Schedule and monitor yearly onsite inspections. Monitor the implementation of an on-going preventive maintenance program. Implement on-going training for staff on maintenance of facilities.

Indicator 7.7 - <u>COMPREHENSIVE MAINTENANCE PLAN</u>:

The Comprehensive Maintenance Plan is designed to provide a safe, healthy, clean and mechanically sound environment for the District's students, staff and community. The corner stone of the Comprehensive Maintenance Plan is our Maintenance Direct, Internet Maintenance Management System (School Dude). This system allows the District to schedule, monitor and catalog all of the maintenance activity throughout the system with the use of a work order profile generated from each individual school location. The main categories being monitored are:

<u>Emergency Repairs</u>- performed when there is a health and safety concern that affects the school community. This type of maintenance is given top priority.

<u>Preventive Maintenance</u>- this encompasses service repairs i.e., changing filters, parts and item replacements, oil changes, lubrications etc. at scheduled intervals.

<u>Daily Maintenance</u>- this involves the numerous unanticipated repairs that occur and must be addressed by members of the building trades (i.e., Plumbers, electrician's etc.). This also includes the daily cleaning of the buildings and minor repairs by the custodial staff.

School Dude is designed to compile the information necessary to respond to N.J.A.C. 6:24 and to monitor and maintain information on Capital Projects. The Executive Director has the ability to monitor all the activity occurring within the District and can officiate accordingly.

The District is divided into five (5) School Leadership Teams (SLT). Each SLT is responsible for a cluster of approximately sixteen (16) schools. A Building Manager who has the responsibility of maintaining a clean, safe environment within his/her cluster manages each SLT. Each Building Manager is supported by clerical personnel, an Engineer in Charge, Supervisor of Trades, Foreman, various tradesmen and custodial workers.

The facilities staff and school personnel have received training in reference to the Maintenance Management System. The school personnel have been trained to complete the work order request and forward them to the SLT for follow through. They have also been trained on how to query the system to check the status of their requests. The facilities staff has been trained to classify the work orders as they are received and record all the data necessary to bring the request to completion. Training will be an on going process as the system develops.

Indicator 7.8 - <u>FACILITY MASTER PLAN/SUBSTANDARD CLASSROOMS</u>:

The District's Facilities Master Plan was submitted to the Department of Education (DOE) in July 1999 and approved February 1, 2001. An update to the Facilities Master Plan was submitted to DOE May 20, 2002 and is under review.

The State District Superintendent approved the plan and a copy was forwarded to the county.

The District's Facilities Master Plan provides for the elimination of all substandard classrooms.

The temporary Early Childhood classroom units were approved by the DOE and installed by the New Jersey Economic Development Authority in September 2001.

A Facilities Management Consultant (AIA) under the supervision of the Executive Director of Facilities Management is coordinating this initiative.

ATTAINMENT OF CORRECTIVE ACTION PLANS

DISTRICT: NEWARK
DATE: August 1, 2002

CAP   FACILITIES MASTER PLAN

#	INDICATOR	STATUS	EXPECTATION	COMMENTS MAINTENANCE OF COMPLIANCE
7.8	(1) The district board of education shall review and revise the long-range facilities master plan at least once every five years, pursuant to N.J.A.C. 6:22-7.1.	C		The district completed their facilities master plan and timelines have been developed to review and update this plan.
7.8	(2) The long-range Facilities master plan shall be approved by the county superintendent pursuant to N.J.A.C. 6:22-7.1(b).	C		The district has submitted their facilities master plan to the county and received county approval.
7.8	(3) The district board of education shall approve and implement a plan to upgrade or eliminate all substandard classrooms pursuant to N.J.A.C. 6:22-6.1.	C		A plan is in place and work has begun to upgrade and eliminate substandard classrooms. This is an on-going plan and the state approved building program will eliminate most if not all of our substandard classrooms.
7.8	(4) The temporary Trailers shall be approved by the Office of School Facilities Financing.	C		The district has purchased and installed a number of temporary trailers and will be looking at each school to see if additional temporary trailers are needed.
7.8	(5) A district with school on split sessions shall fail to meet the standards of this indicator.	N/A	These strategies are implemented each year to maintain compliance.	N/A Strategies to Maintain Compliance Continue the implementation of the Facilities Oversight

Special Education Annual Report

The Office of Special Education has been working to ensure compliance with Federal and State regulations regarding Special Education services. To meet all requirements of the law, The Office of Special Education has developed a Training Center that all Child Study Team members must attend to review State and Federal mandates as well as, district policies. All new Child Study Team members are given intense in-service and are then assigned an experienced Child Study Team member to help make the transition to their new position in Newark successful.

In the past, the district has had difficulties, as have other school districts, in recruiting of mono and bilingual Psychologists, Learning Disabilities Teacher Consultants and Speech Language Specialists. The district has made great progress in attracting qualified candidates by developing an active recruiting program. In addition, relationships have been developed with area colleges to help provided qualified candidates.

Staff development activities, which were a major component of all Corrective Action Plans, were held, and additional in-service activities are currently being developed to address CAP issues. The target audience for staff development includes Child Study Team members, as well as, district administrators and other school staff. The Office of Special Education supervisors will continue to monitor progress of Child Study Teams for compliance with New Jersey code regulations. A Special Education Task Force was created during the 2001-2002 school year. This Task force made several recommendations for 2002-2003 school year, which will be implemented. It is the plan of the district for the Task Force to continue to monitor and make additional recommendations during the upcoming school year.

Training sessions were conducted for all building administrator and CST members to ensure knowledge of and compliance with New Jersey Code. The Office of Special Education has developed a Procedural Manual for Child Study Team members that address all code requirements. A Special Education Child Study Team Training Center has been established to support CST members whether new to the district or veterans, with updates and changes to the code. Assistant Superintendent, principals and special education supervisors will continue to monitor compliance.

A model inclusion program was implemented at Peshine Avenue, Camden Middle and Camden Street Schools. The Office of Special Education (OSE) is collaborating with the Assistant Superintendent and principals to ensure success. Staff development for teachers, Child Study Team members and school staff will be continued to support the inclusion pilot

The Director of the Office Special Education and her supervisory staff, in cooperation with the School Leadership Team Assistant Superintendents and school principals, will be responsible for the Child Study Team supervision, and delivery of special education services to the special needs students.

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #__6/99____
Education Agency: The Newark Public Schools_____   County: Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
8.1(a) The district ensures that to the maximum extent appropriate, students with educational disabilities are educated with students who are not disabled.	8.1(a) 1. Provide staff development on Least Restrictive Environment (LRE) to Office of Special Education (OSE) staff (Child Study Teams (CST) and Speech Language Specialist (SLS)	Associate Superintendent Director of Special Education Special Education Administrators County Supervisors NJ Coordinator of Compliance	9/99 Began	Agendas	In Progress
	8.1(a) 2. Provide LRE staff development to administrators	Associate Superintendent Director of Special Education Special Education Administrators County Supervisors NJ Coordinator of Compliance	8/99 & 9/99	Agendas	In Progress
	8.1(a) 3. Develop steps to writing LRE statements with CSTs.	Associate Superintendent Director of Special Education Special Education Administrators County Supervisors NJ Coordinator of Compliance	9/99 – On-going	CST Manual	In Progress
	8.1(a) 4. Develop additional placement options, which offer a full continuum of services.	Associate Superintendent Director of Special Education Special Education Administrators County Supervisors NJ Coordinator of Compliance	On-going	SERS	Reports updated periodically

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #_6/99___
Education Agency: The Newark Public Schools_____   County:_ Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
	8.1(a) 5. Assign a coordinator for Special Education Reporting System (SERS) to facilitate Placement	Associate Superintendent Director of Special Education Special Education Administrators	8/99	Coordinator at Central Office	Completed
	8.1(a) 6. Implement SERS update.- Clerical support performance personnel assigned to each SLT to maintain and update the Special Education Reporting System.	Associate Superintendent Director of Special Education Special Education Administrators	9/00	Clerk assigned to SLT	Three (3) are assigned. Two (2) clerks need to be identified.
8.1(b) The district ensures that special classes, separate schooling, or other removal of students with educational disabilities from the regular educational environment only occurs when the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.	8.1(b) 1. Provide staff development to classroom teachers for implementation of behavioral management strategies.	Associate Superintendent Director of Special Education Special Education Administrators SLT Assistant Superintendent Principals Supervisor of Guidance	2/00 to 6/00	Dates of presentation, sign-in sheets & agendas	Planning Stage
	8.1(b) 2. Provide staff development in the revised PRC/504 manual to CST's.	Associate Superintendent Director of Special Education OCR	8/99 - On-going	PRC Manual	Completed

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #_6/99___
Education Agency: The Newark Public Schools_____   County:_ Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
	8.1(b) 3. Maintain and provide list of PRC Committee members.	SLT Assistant Superintendent Associate Superintendent Director of Special Education Principals	9/99	List of PRC members	Completed
	8.1(b) 4. Provide staff development to classroom teachers on alternative strategies for LRE.	SLT Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators Principals	9/99 – On-going	Agendas	On-going activity
	8.1(b) 5. Provide support to classroom teachers on mainstreaming special education students in regular classrooms.	SLT Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators Principals	9/99 – On-going	Agendas	On-going activity
8.1(c) The district ensures placement in the least restrictive environment by making available a continuum of alternative placements to meet the needs of students with educational disabilities	8.1(c) 1. Increase alternate placement options.	SLT Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators Principals CST's	2/00 to 9/00	Listing of all available placements.	On-going
	8.1(c) 2. Increase number of in-class support models.	SLT Assistant Superintendent Associate Superintendent Special Education Administrators Principals CST's	2/00 to 9/00	Increased number of in-class support models in schools.	On-going

Complaint Investigation #_____ Monitoring ____ CI Side Issue_____ Targeted Administrative Review #__6/99__
Education Agency: The Newark Public Schools_____ County: Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____ Title: Director, Office of Special Education__ Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
8.1(d) The district makes available to students with educational disabilities the variety of program options and services available to nondisabled students.	8.1(d) 1. Ensure that IEPs reflect extra curricula activities in schools closest to home school.	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	2/00 – 9/00	IEP's Agendas List of activities	On-going
	8.1(d) 2. Provide list of after school activities to CST's	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	On-going	IEP's Agenda List of activities	On-going
	8.1(d) 3. Continue to open additional programs to provide LRE.	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	On-going	IEP's Agendas List of activities	On-going
8.2 (a) The district shall ensure that the placement of a student with a disability is determined at least annually.	8.2(a) 1. Redeploy present staff and hire additional staff.	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	9/99 – On-going	Newly created classes	On-going
8.2 (b) The district ensures that the educational placement of a student with an educational disability is based on his/her IEP.	8.2(b) 1. Maintain district flow charts for compliance with NJ Code.	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	2/00 – 9/00	Monthly flowchart	

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #__6/99__
Education Agency: The Newark Public Schools_____   County:_ Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
8.2(c) The district ensures the student's placement in an appropriate educational setting as close to home as possible.	8.2(c) 1. Provide on-going staff development for CSTs regarding LRE	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST Staff Developers	2/00 – 9/00	Agendas	In Progress
8.2(d) Unless the educationally disabled student's IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.	8.2(d) 1. Provide most current placement data by SERS to CSTs. Coordinator to locate placements Closest to home.	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	9/99 – On-going	Updated SERS system	In Progress
5.1(a) The identification meeting was conducted within 20 calendar days.	5.1(a) 1. Provide inservice to the CSTs on the provisions of the timelines in NJAC title 6A:14	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST Staff Developers	9/99 – 2/00	Agenda Revised Notices	Completed
	5.1(a) 2. Monitor flowcharts to ensure compliance	Assistant Superintendent Associate Superintendent Director of Special Education Principal	9/99 – On-going	Flowcharts	In Progress
5.1(b) Notice of a meeting included the purpose, time, location and participants	5.1(b) 1. Provide in-service to CSTs and building administrators on procedural safeguards	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	9/99 – 2/00	Revised notices	Completed
	5.1(b) 2. Modify existing forms to reflect NJ Code and distribute to CSTs	Associate Superintendent Director of Special Education Special Education Administrators CST	9/99 – 2/00	Distribution of forms	Completed

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #_6/99___
Education Agency: The Newark Public Schools_____   County:_ Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
5.1(c) A copy of "Parental Rights in Special Education" (PRISE) was provided with notice of the identification meeting.	5.1(c) 1. Distribute PRISE booklets to all schools and CST members	Assistant Superintendent Associate Superintendent Director of Special Education Special Education Administrators CST	9/99 – 2/00	Distribution of PRISE booklets. Receipt for printing of PRISE	Completed
5.2(a) Written notice is provided whenever the district proposes to initiate or change the identification of a student.	5.2(a) 1. Maintain flowcharts to document and monitor compliance with the 15 day notice and distribution of written notice.	Assistant Superintendent Associate Superintendent Director of Special Education Principals Special Education Administrators CST NJ Coordinator of Compliance County Supervisor of CST's	9/99 – 2/00	Agenda	Completed
	5.2(b) 2. Monitor to ensure that students records reflect copies of written notice.	Assistant Superintendent Associate Superintendent Director of Special Education Principals Special Education Administrators CST NJ Coordinator of Compliance County Supervisor of CST's	9/99 – On-going	Flowcharts Supervisors' Summaries	In Progress
5.3(a) Written notice contains a description of the proposed action.	5.3(a) 1. Revise notices to meet code specifications.	Assistant Superintendent Associate Superintendent Director of Special Education Principals Special Education Administrators CST NJ Coordinator of Compliance County Supervisor of CST's	11/99	Notices	Completed

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review # 6/99____
Education Agency: The Newark Public Schools_____   County: Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____ Title: Director, Office of Special Education__Telephone (973)733-7064____

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
5.3(b) Written notice contains an explanation of why the action is being taken.	5.3(b) 1. Provide in service to CST regarding appropriate Completion of notices.	Assistant Superintendent Associate Superintendent Director of Special Education Principals Special Education Administrators CST NJ Coordinator of Compliance County Supervisor of CST's	11/99 – On-going	Agendas Notices	In Progress
5.3(c) Written notice contains a description of any options considered by the district and why those options were rejected.	5.3(c) 1. Monitor records to ensure appropriate completion.	Assistant Superintendent Associate Superintendent Principals Special Education Administrators CST NJ Coordinator of Compliance County Superintendent of CST	9/99 – On-going	Review of student records	In Progress
5.3(d) Written notice contains a description of the procedures, tests, records, reports or factors used as the basis of the action.	5.3(d) 1. Revise notices to meet code specification.	Assistant Superintendent Associate Superintendent Principals CST NJ Coordinator of Compliance County Superintendent of CST	9/99 – On-going	Review of student records	In Progress
5.3(e) Written notice contains a description of any other factors that are relevant to the proposal or refusal by the district.	5.3(e) 1. Provide in-service to CST regarding appropriate Completion of notices.	Assistant Superintendent Associate Superintendent Principals Special Education Administrators CST NJ Coordinator of Compliance County Superintendent of CST	9/99 – On-going	Agendas Notices	In Progress

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Complaint Investigation #_____   Monitoring _____   CI Side Issue_____   Targeted Administrative Review #__6/99__
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Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
5.3 (f) The district request parental consent for an initial evaluation.	5.3(f) 1. Monitor records to ensure appropriate completion.	Assistant Superintendent Associate Superintendent Director of Special Education Principal Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.3 (g) Written notice contains a statement that the parents have protection under the procedural safeguards, the means by which a copy can be obtained and sources for parents to contact to obtain assistance in understanding the provisions of state and/or federal regulations.	5.3(g) 1. Revise notices to meet code specifications.	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.4 (a) Written notice is provided when the district declines to initiate or change the identification of a student	5.4(a) 1. Monitor records to ensure appropriate completion.	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5 (a) Written notice contains a description of the proposed action.	5.5(a) 1. Monitor records to ensure appropriate completion.	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5(b) Written notice contains an explanation of why the action is being taken.	5.5(b) 1. Monitor records to ensure appropriate completion.	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5(c) Written notice contains a description of any options considered by the district and why those options were rejected.	5.5(c) 1. Monitor records to ensure appropriate completion	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

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Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

Requirement	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
5.5(d) Written notice contains a description of the procedures, tests, records, reports of factors used as the basis of the action.	5.5(d) 1. Monitor records to ensure appropriate completion	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5(e) Written notice contains a description of any other factors that are relevant to the proposal or refusal by the district.	5.5(e) 1. Monitor records to ensure appropriate completion	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5(f) Written notice contains a statement that the parents have protection under the procedural safeguards, the means by which a copy can be obtained and sources for parents to contact to obtain assistance in understanding the provisions of state and/or federal regulations.	5.5(f) 1. Monitor records to ensure appropriate completion	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.5(g) A copy of the current special education rules and due process hearing rules upon determination of whether to conduct or not conduct an initial evaluation.	5.5(g) 1. Monitor records to ensure appropriate completion	Associate Superintendent Director of Special Education Special Education Administrators	11/99 – On-going	Student Records Copies of Notices	In Progress
5.6 (a) Written notice is in language understandable to the general public.	5.6(a) 1. Translate all written notices into the foreign languages that represent the student population of Newark.	Associate Superintendent Director of Special Education Special Education Administrators	9/00	Translated Forms	In Progress

SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

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Education Agency: The Newark Public Schools_____   County: Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman_____Title: Director, Office of Special Education__Telephone (973)733-7064___

	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity	Status Report
5.6(b) Notice is provided in the native language of the parent(s) or other mode of communication unless it is clearly not feasible.	5.6(b) 1. Translate all written notices into the foreign languages that represent the student population of Newark.	Associate Superintendent Director of Special Education Special Education Administrators	9/00	Translated Forms	In Progress
5.6(c) Parent conferences are conducted in the language for communication by the parent unless it is clearly not feasible.	5.6(c) 1. Secure bilingual CST member or translator.	Associate Superintendent Director of Special Education Special Education Administrators	9/99 – On-going	List of languages spoken by CST members and other translators	In Progress
5.7(a) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that the notice is translated orally by other means to the parent in his or her native language or other mode of communication.	5.7(a) 1. Translate all written notices into the foreign languages that represent the student population of Newark	Associate Superintendent Director of Special Education Special Education Administrators	9/00	Translated Forms	On-going
5.7(b) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that the parent understands the content of notice.	5.7(b) 1. Translate all written notices into the foreign languages that represent the student population of Newark	Associate Superintendent Director of Special Education Special Education Administrators	9/00	Translated Forms	On-going

NEWARK PUBLIC SCHOOLS
SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
The means by which parents, teachers, or other authorized personnel may directly refer a student to the child study team.	Develop and distribute a memorandum to all assistant superintendents, principals, and CST members delineating the direct referral process and documentation of initial referrals.	State District Superintendent Associate Superintendent for Special Programs	2/99	Memorandum
	Develop procedures for Direct Referrals and Non-Public Referrals.	Director of Special Education Procedures Committee	3/99	Procedures
	Coordinate and monitor committee progress to ensure completion of Special Education Procedural Manual	Director of Special Education	3/99-6/99	Schedule of meetings Minutes of meetings Manual
	Complete Special Education Procedural Manual	Director of Special Education Procedures Committee	3/99-6/99	Manual
	Convene a Procedures Committee to meet annually to review and update manual as needed	Director of Special Education	On-going	Schedule Agendas Revised manual
	Provide staff development to principals and vice-principals to review referral process, Special Education Code, compliance with timelines, and role of CST.	DOE Director of Special Education	3/99-6/99	Training packet Agendas Attendance Sheets

NEWARK PUBLIC SCHOOLS
SPECIAL EDUCATION
<u>*CORRECTIVE ACTION PLAN*</u>

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
	Prepare CST for turnkey training.	DOE Director of Special Education	3/99-6/99	Training packet Agendas Attendance Sheets
	Provide on-going professional development for CSTs regarding procedures and compliance with new Code.	Director of Special Education Assistant Superintendent / Supervisors	On-going	Schedule of meetings Agendas Attendance Sheets
	Provide staff development for all instructional and administrative staff at schools explaining referral procedures and new Code.	Assistant Superintendent Assistant Directors/ Supervisors CST	4/99-6/99	Schedule of meetings Agendas Attendance Sheets Evaluation Forms
	Designate one CST member at each school to maintain all information regarding direct referral and non-public procedures	Assistant Superintendent Principal	4/99	List of designated contact people
	Convene Special Education Advisory Committee and Special Education Parent Advisory Committee to review procedures and program implementation and make recommendations	Associate Superintendent Director of Special Education	On-going	Schedules Agendas
The means by which school personnel may appropriately identify those students who require a direct referral to the child study team.	Convene committee to revise criteria to assist classroom teachers in identifying students for direct referral.	Director of Special Education Criteria Committee	3/99-5/99	Criteria and guidelines

NEWARK PUBLIC SCHOOLS
SPECIAL EDUCATION
<u>***CORRECTIVE ACTION PLAN***</u>

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
	Provide staff development to instructional staff to explain referral process and code.	Principal CSTs	4/99-6/99	Training packet Schedules Agendas Attendance Sheets
The means by which assistance committee members document the effects of assistance committee interventions and determine, in a timely manner, when a student requires referral to the CST	Distribute revised PRC/504 guidelines to all principals and CST members.	Associate Superintendent for Special Programs Special Assistant for Special Programs	5/99	Memorandum Revised Guidelines
	Provide staff development on PRC/504 guidelines for principals.	Associate Superintendent for Special Programs Special Assistant for Special Programs	5/99	Agendas Attendance Sheets
	Provide staff development for all instructional staff and CST members at each school on PRC/504 and documentation to AS.	Assistant Superintendent Principals	6/99	Schedules Agendas Attendance Sheets
	Submit PRC/504 logs to Assistant Superintendents	Principals PRC Chairperson	Monthly On-going	Monthly PRC Logs
	Review PRC/504 documentation monthly to ensure adherence to guidelines	Assistant Superintendent Principals	On-going	Monthly PRC Logs
	Review PRC/504 SLT documentation quarterly to ensure compliance	Assistant Superintendent Associate Superintendent	Quarterly	Monthly PRC Logs

NEWARK PUBLIC SCHOOLS
SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
The means by which the district will utilize district personnel to comply with evaluation timelines, including: (a) how child study team members are assigned to schools to enable them to comply with evaluation timelines; (b) how CST members are redeployed to address the changing evaluation staffing needs throughout the district; (c) how productivity levels of CST members are consistently and routinely reviewed and supervised.	Restructure Office of Special Education so program monitoring and data collection will occur at SLT level.	Deputy State District Superintendent Assistant Superintendents Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education administrator at SLT II, III, and V four days a week and one day in Office of Special Education for Phase I of Restructuring Plan	Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education clerical staff at SLT II, III, and V to perform clerical duties, maintain data and placement.	Associate Superintendent for Special Programs Director of Special Education	2/99	Organizational Charts
	Place special education administrator at SLT I, and IV four days a week and one day in Office of Special Education for Phase II of Restructuring Plan	Associate Superintendent for Special Programs Director of Special Education	9/99	Organizational Charts

NEWARK PUBLIC SCHOOLS
SPECIAL EDUCATION
CORRECTIVE ACTION PLAN

Area of Noncompliance	Activity	Responsible Persons	Timeline	Documentation
	Place Special Education Reporting System (SERS) on wide area network to allow data collection from SLT	Executive Director of Information Services	3/99	Data entry forms and SERS data
	Develop a request for proposal to obtain services of commission / jointures to address the backlog of unresolved cases.	Associate Superintendent for Special Programs	3/99	RFP
	Redeploy the CST staff at each SLT to ensure the presence of a full team one day per week to conduct identification meetings.	Associate Superintendent for Special Programs Director of Special Education	3/99	Personnel Schedules
	Require documentation on progress of initial referrals through use of Initial Flow Charts.	Assistant Superintendent Principal CST	On-going	Bi-weekly flow charts monthly signed by principal and CST member
	Require bi-weekly meetings between principals and CST members to review status of cases and plan for interventions to ensure compliance.	Assistant Superintendent Principal CST case manager	On-going	Status Reports
	Require documentation of all annual reviews and reevaluations to ensure compliance with Code.	Assistant Superintendents Assistant Directors / Supervisors CST members	Monthly	Bi-weekly flow charts Identification and status of outstanding cases initially identified.
	Establish a "floater" team to provide assistance to SLTs.	Director of Special Education	4/99	Personnel recommendations
	Actively recruit certificated staff to fill vacancies and create a pool of substitutes Designate one HRS staff member to work directly with Special Education	Director of Special Education Human Resource Services Representative	On-going	List of candidates, interviews results and personnel recommendations Newspaper Advertisements Job Vacancy Announcements

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools   County: Essex

Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____

Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-Compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
1. District personnel continue to lack knowledge regarding federal and state special education regulations, even though they have received training.	A. Design an assessment survey to identify the training needs of district personnel.	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	01/01 - 02/01	Instrument
	B. *Modify the staff development plan based on the needs assessment for professional and paraprofessional staff.*	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	02/01-03/01	Staff Development Plan
	C. Structure opportunities for staff to provide "turnkey" training.	Director of Special Education Supervisors, Principals	01/01 – on-going	Meeting agendas Outline of presentations Handouts
	D. Ensure staff is accountable for implementing regulatory requirements through the monitoring of flow-charts, random sampling of IEP's, review of bi-weekly documentation and on-site observations	Associate Superintendent Director of Special Education Supervisors, Principals	01/01 - 02/01	Flow-charts Supervisors summary of findings

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

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Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	E. Develop a supervisor's visitation and monitoring log to monitor school visits and document findings.	Director of Special Education Supervisors	1/01 – 02/01	Supervisor's monitoring and visitation log Documentation of findings
	F. Utilize an in-service training evaluation form for staff to provide feedback on the effectiveness of the training.	Associate Superintendent Director of Special Education Supervisors Resource Teacher/Coordinators	01/01	Evaluation Form
	G. Institute structured special education team visits to school to check areas of compliance.	Associate Superintendent Director of Special Education Supervisors	02/01	Summary of findings
	H. Develop an in-service follow-up form to review implementation of areas presented in staff development sessions.	Director of Special Education Supervisors	02/01	Summary of findings
2. Significant delays were noted in placing classified students, transferring into Newark, and providing them with mandated services.	A. Review code requirements and transfer processes and include in the CST manual.	Director of Special Education Supervisors Director of Student Information	1/01-2/01	Procedure CST Manual

SPECIAL EDUCATION
<u>*CORRECTIVE ACTION FORM*</u>

Education Agency: <u>The Newark Public Schools</u>   County<u>: Essex</u>

Date of Board Adoption: (if needed)<u>   </u> Submission Date (to County Office):<u>   </u>

Contact Person: <u>Dr. Helene A. Feldman</u>   Title: <u>Director, Office of Special Education</u>   Telephone <u>(973)733-7064</u>

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Conduct an immediate review of IEP's of special education students transferring to the district to ensure FAPE.	Supervisors Child Study Teams Principal	1/01 – on-going	Review data IEP Placement information
	C. Include transfer data on initial flowcharts for special education students with dates of entry, placements and IEP reviews.	Director of Special Education Supervisors Child Study Teams	1/01 – on-going	Flowcharts SERS Data
	D. Conduct reviews of monthly flowcharts to ensure compliance with FAPE.	Director of Special Education Supervisors	1/01 – on-going	Flowcharts with signatures of Supervisors indicating review dates.
	E. Develop a plan of staff deployment to ensure all special education transfer students are identified, placed and provided with FAPE. Plan to include procedures when the CST is not on site.	Director of Special Education Supervisors	1/01-2/01	Plan Bulletin CST Manual
	F. Issue a bulletin to all schools outlining steps to be followed when a special needs student transfers into the district.	Director of Special Education Director of Student Information	1/01 – 2/01	Bulletin

SPECIAL EDUCATION
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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
3. Program and services must be delivered in facilities approved by the Department of Education	A. Conduct a review by SLT facilities supervisors to ensure that programs are provided in facilities that meet code.	Director of Special Education Supervisors Director of Facilities Principals	1/01 – on-going	List of rooms that do not meet code.
	B. Submit waivers for rooms that do not meet code if necessary.	Director of Special Education Director of Facilities	1/01 – on-going	Waivers
4. Extended school year services have not been considered as part of the IEP.	A. Develop procedures for the CST to follow when considering extended school year programs which must be done on an individual basis.	Director of Special Education Supervisors	01/01 - 03/01	Procedures IEP's
	B. Conduct in-service with CST's to review the procedures for extended school year programs	Director of Special Education Supervisors	03/01 – 04/01	Meeting Agenda Sign-in sheets
5. Related services are not being provided for because of staffing shortages.	A. Develop a recruiting strategy to hire the appropriate additional staff as needed.	Director of Special Education Supervisors Director of Human Resource Services	1/01 - 2/01	Recruiting Plan

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Conduct negotiation with the Newark Teacher's Union to hire staff after school to provide counseling and speech services when it cannot be provided during the course of the regular school day.	Director of Special Education Director of Labor Relations	9/00 - 10/00	Final Agreement Related services logs.
	C. Develop a form to log related services, which will be reviewed by supervisors monthly.	Director of Special Education Supervisors CST Members	9/00-10/00	Form Completed record reviews signed by supervisors
6. District has not been assigning substitute teachers to resource rooms whenever the assigned teachers of the handicapped are absent.	A. Develop recruitment strategies specifically to help the Office of Special Education attract and recruit qualified substitutes to the district.	Associate Superintendent Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principal	9/00 – on-going	School attendance records. Sub Finder System
	B. Issue a memorandum to principals reinforcing district position on hiring substitutes for special education teaching positions including resource room teachers	Deputy Superintendent Associate Superintendent Director of Special Education	2/01	Memorandum

5/00

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
7. The district has been using long-term substitutes to fill vacancies of staff on long-term disabilities or who have left the system.	A. Develop recruitment strategies specifically to help the Office of Special Education attract and recruit qualified candidates to the district.	Associate Superintendent Assistant Superintendents Human Resources Division Director of Special Education Supervisors Principals	9/00-on-going	List of candidates and new employees.
8. Personal aides are not consistently available to students throughout the school day.	A. In-service CST's on appropriate inclusion of role of aides in IEP.	Director of Special Education Supervisors Principals CST	02/01 – on-going	Summary of IEP reviews
	B. Develop scheduling within school structure to provide services.	Director of Special Education Supervisors Principals CST	02/01 – on-going	Summary of findings
9. The district has allowed administrative barriers regarding specific programming and placement.	A. Review code requirements to administrators at principal meetings.	Assistant Superintendents Associate Superintendent Principals Director of Special Education Supervisors CST Members	2/1/01 - 4/30.01	Guidelines Agendas

SPECIAL EDUCATION
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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Report problems to assistant superintendent for cooperative solutions.	Principals Director of Special Education Supervisors CST Members	2/01 - ongoing	Summary of findings
	C. Develop strategies for CSTs and administration to work cooperatively.	Assistant Superintendents Associate Superintendent Principals Director of Special Education Supervisors CST Members	2/01 – 6/01	List of Strategies.
10. Principals and other staff members have made changes to IEPs.	A. Supervisors will conduct meeting with assistant superintendents to clarify the role of principals and other staff members to ensure that the services in the IEP are delivered as written	Assistant Superintendents Associate Superintendent Principals Director of Special Education Supervisors CST Members	2/1/01 - 4/30/01	Agendas Distribution list of code.
11. The district continues to lack sufficient staff to complete initial evaluation, annual reviews and reevaluations in the required timelines.	A. Develop recruitment strategy to hire the appropriate additional staff as needed.	Director of Special Education Supervisors Director of Human Resource Services	9/00 - on-going	Recruiting Plan List of new employees

SPECIAL EDUCATION
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Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	B. Conduct negotiations with the Newark Teacher's Union to hire staff after school to conduct assessments when they cannot be complete during the course of the regular school day	Director of Special Education Director of Labor Relations	9/00 - 10/00	Final Agreement Related services logs.
	C. Continue to use the Essex County Commission to help complete cases.	Director of Special Education Supervisors	9/00 - ongoing	List of test completed
12. The district lacked documentation that written notices have been provided and that teams are utilizing the correct forms.	A. Conduct record reviews to ensure that proper notices are issued and properly documented. Supervisors will provide written documentation to team not complying.	Director of Special Education Supervisors	2/01 – on-going	Documentation of reviews in student records. Supervisors schedule of reviews Documentation of teams not complying.
	B. Review and distribute notices again at a staff in-service.	Director of Special Education Supervisors	2/01 – 4/30/01	Agendas CST Manuals
13. The district has failed to establish a method for selecting and training surrogate parents.	A. Establish a partnership with SPAN and the Office of Adult Education to help find and train adults to become surrogate parents.	Director of Special Education Supervisor of Adult Education	2/01 – on-going	List of training dates. List of surrogate parents.

SPECIAL EDUCATION
<u>*CORRECTIVE ACTION FORM*</u>

Education Agency: <u>The Newark Public Schools</u>   County<u>: Essex</u>

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Contact Person: <u>Dr. Helene A. Feldman</u>   Title: <u>Director, Office of Special Education</u>   Telephone<u> (973)733-7064</u>

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
14. The district has failed to notify parents and students when they reach the age of majority that all rights will transfer to the student.	A. Produce computerized monthly reports of all students who will reach or have reached the age of sixteen and one half and have supervisors distribute to CST's.	Director of Special Education Supervisors	2/01 – on-going	SERS List
	B. Develop a notice for students and parents and review with CSTs.	Director of Special Education Supervisors Case Managers CST Members Transition Coordinator	2/01-3/01	Notice for age of majority CST Manual Copy of signed notice in files.
15. The district lacked documentation of speech referrals and identification meetings with the required timelines.	A. Review the speech referral processes including the referral form with building administrators, teachers and other CST members.	Director of Special Education Supervisors Speech Language Specialist	2/01 – 6/01	Agendas Referral Forms CST Manual SLS Logs Student records
	B. Require the maintenance of flowcharts by SLS.	Director of Special Education Supervisors Speech Language Specialist	2/01-ongoing	Flowcharts
16. The district will ensure that students suspected of language disability will be referred to the child study team.	A. Conduct in-service training with SLS to review process for referring students to the CST.	Director of Special Education Supervisors Speech Language Specialist	2/01 – 4/01	Agendas Code review CST Manual SLS Logs of referrals.

SPECIAL EDUCATION
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Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
17. CST members do not maintain accessible documentation of audiometric and vision screening.	A. Direct CST members to obtain audiometric and vision screening documentation from the school nurse and maintain in student file.	Director of Special Education Supervisors Case Manager	9/00 - ongoing	Memorandum Student's file
18. The district Speech/Language Specialists have not been conducting all required components of functional assessment of academic performance.	A. Provide in-service to all SLS on the required components of their evaluations.	Director of Special Education Supervisors SLS	2/01 - 4/01	Distribution of Technical Document to all Speech/Language Specialists Agendas Sign-In Sheet
	B. Review SLS assessments bi-monthly and document compliance issues.	Director of Special Education Supervisors	2/01 – on-going	Supervisors visitation logs
19. The district will ensure that preschoolers with disabilities are assessed in all areas of suspected disabilities.	A. Meet with preschool teams and staff from Office of Early Childhood to establish procedures to ensure a comprehensive evaluation.	Director of Special Education Director of Early Childhood Supervisors	2/01 – 3/01	Agendas Sign-In Sheet Distribution of Technical Document
	B. Include procedures in CST manual.	Director of Special Education Supervisors	3/01 – 6/01	CST Manual

SPECIAL EDUCATION
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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
20. All assessments conducted by the CST's and SLS have not been dated or signed.	A. Direct CST and SLS personnel to date and sign all assessments as mandated by code. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST	2/01 – 3/01	Memorandum Review of assessments Supervisor's monitoring and visitation log.
21. Child study team members have not included functional assessment of academic performance and where appropriate behavior assessments.	A. Provide in-service to all CST members on the requirements of N.J.A.C. 6A:14-3.4(d)2 and provide a copy of this code requirement. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST	2/01 – 4/01	Agenda Copy of Code Requirement
22. Speech-language specialist reports were not always maintained in student files.	A. Direct SLS and CST's to ensure the inclusion of SLS reports in student's files. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST SLS	2/01 – 5/01	Memorandum List of what to include in student file CST Manual
23. The district has not conducted all reevaluations in the required timelines or when conditions warrant or if a teacher or a parent requests the reevaluation.	A. Maintain SERS files and print monthly reports for CST's on which students require a reevaluation.	Director of Special Education Supervisors CST	2/01 – 4/01	SERS List Reevaluation Flow Charts
	B. Reinforce need for monitoring and written documentation with supervisors.	Associate Superintendent Director of Special Education	2/01 – 3/01	Memorandum

SPECIAL EDUCATION
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Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
24. District did not ensure that a regular education teacher consistently participates in the meeting to determine a student's eligibility for special education and related services.	A. Issue a memo from the deputy superintendent to all schools that a regular education teacher who is knowledgeable about the student must attend the eligibility meeting.	Deputy Superintendent Assistant Superintendent Associate Superintendent	2/01-4/01	Memorandum Code citation
25. The district has not adopted a specific procedure that utilizes a statistical formula and criteria for determining severe discrepancy.	A. Develop procedure that utilizes a statistical formula and criteria for determining severe discrepancy.	Director of Special Education Supervisors CST	2/01-5/01	Procedures CST Manual Agenda
26. The CST have not been identifying the appropriate eligibility category in accordance with N.J.A.C. 6A:14-3.5.	A. Direct CSTs to use revised eligibility categories. Supervisors will provide written documentation to teams not complying.	Director of Special Education Supervisors CST	2/01-5/01	Memorandum Supervisor's visitation and monitoring log IEP SERS Data.
27. Parents do not consistently receive copies of evaluation reports conducted by CST members and other specialist.	A. Issue memo to CSTs and building principals delineating the requirements to provide parents with copies of the evaluation reports before eligibility meeting. Supervisor will provide written documentation to teams not complying.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 6/01	Memorandum Code citation Agenda Supervisor's visitation and monitoring log.

SPECIAL EDUCATION
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Contact Person: <u>Dr. Helene A. Feldman</u>   Title: <u>Director, Office of Special Education</u>   Telephone<u> (973)733-7064</u>

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
28. The district's IEP has not been fully utilized.	A. Issue memo stating all old IEPs and notice forms must be handed into supervisors for destruction. Supervisors will provide written documentation to teams not complying.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum Supervisor's visitation and monitoring log.
	B. Issue memo with attachment of revised IEP and notice forms to all CST members, Assistant Superintendents and principals.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum CST Manual
	A. Instruct supervisors and Principals when evaluating CST members to review sample IEPs to ensure that revised IEP is being utilized.	Assistant Superintendent Director of Special Education Principal Supervisors, CST	2/01 – on-going	Revised CST evaluation form Agenda Memorandum
29. Signatures of participants at meeting have been obtained prior to the meeting or when participation did not occur.	A. Issue a memo to all CST, Assistant Superintendent and Principals reiterating the mandated signature requirement. Supervisors will provide written documentation to teams not complying.	Assistant Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Memorandum Supervisor's visitation and monitoring log. Supervisors evaluations of CST Student files.

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
30. Parents are not always afforded the opportunity to attend and participate in all meetings where program and placement decisions are made.	A. Review of code requirements will be conducted at CST in-service and at SLT meetings with principals.	Assistant Superintendent Director of Special Education Principal Supervisors CST	*2/01-5/01*	Copy of code Agenda Supervisor's review of student files.
31. IEP's don't always contain appropriate considerations and required statements.	A. Review with all CST members the required items needed to complete an IEP so that all appropriate considerations and required statements are included. Supervisors will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors CST	10/01 – 4/01	Agenda Supervisor's review of student files.
	B. Develop sample completed IEP for teams.	Director of Special Education Principal Supervisors CST	10/01 – 4/01	Sample IEP CST Manuals
	C. Have teams bring in samples of their latest IEP's for review by supervisors and other CST members	Director of Special Education Principal Supervisors CST	2/01 – 4/01	IEP's with comments.

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Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
32. IEP implementation does not always happen in a timely manner.	A. Implement a centrally based placement system.	Deputy Superintendents Associate Superintendent Director of Special Education Supervisors CST	9/00 – on-going	SERS System Placement Data
33. The CST members have not consistently provided newly developed IEP's in a timely manner.	A. Include in student files a distribution list that includes the names dates of who received IEP's and the date of distribution.	Assistant Superintendents Associate Superintendent Director of Special Education Principal Supervisors CST	2/01 – 3/01	Sample distribution list
	B. Monitor classroom IEP's during school visits.	Director of Special Education Supervisors	2/01 – 3/01	Supervisor's visitation and monitoring log

SPECIAL EDUCATION
<u>*CORRECTIVE ACTION FORM*</u>

Education Agency: <u>The Newark Public Schools</u>   County<u>: Essex</u>

Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____

Contact Person: <u>Dr. Helene A. Feldman</u>   Title: <u>Director, Office of Special Education</u>   Telephone<u> (973)733-7064</u>

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
34. The CST's have not consistently supported the reasons for removing a student from the general education program even with the services of supplemental aids and services.	A. Provide in-service activity that reviews appropriate completion of IEP's including the justification for removal from general program.	Director of Special Education Principal Supervisors CST	2/01 – 3/01	Agenda Summary of periodic monitoring of IEP's.
	B. Review with CST's a listing of possible supplemental aids and services that could be provided.	Director of Special Education Principal Supervisors CST	2/01 – 3/01	Sample listing
	C. Review of recently completed IEP's for code compliance and suggestions by CST members and supervisors.	Director of Special Education Supervisors CST	2/01 – 6/01	IEPs Supervisors and CST members comments
35. The district has not consistently attended the preschool transition planning conference.	A. Supervisor and preschool CST will maintain a log of the planning conferences indicating the CST member to attend.	Director of Special Education Supervisors CST	2/01 – on-going	Logs

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools   County: Essex

Date of Board Adoption: (if needed)   Submission Date (to County Office):

Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
36. The district has not always included the Statement of Transition Services Needs and utilized the consultative services of DVR.	A. Conducted in-service with CST to review requirements needed in "Statement of Transition Services Needed".	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	Agenda IEPs
	B. Conduct meetings with DVR to develop a procedure for their participation in transition services need.	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	Meeting notes DVR suggestions
	C. Provide services of DVR	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	9/00 – on-going	List of activities conducted.
37. IEP's have not consistently met the requirements for the statement of needed transition services	A. Provide opportunities for CST's to work with DVR Transition Counselor in the school to develop appropriate linkages.	Director of Special Education Supervisors Transition Coordinator School-to-Career Supervisor CST	2/01 – 6/01	Code requirements CST manual Agenda

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools_____   County: Essex_____

Date of Board Adoption: (if needed)_____   Submission Date (to County Office):_____

Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
38. CST have not always been notified when a classified student is suspended.	A. Review the code with assistant superintendents and building principals.	Associate Superintendent Director of Special Education Supervisors CST	2/01 – 4/01	Copy of law Agenda
	B. Develop a process with Office of Security to receive monthly list of suspended students to verify code compliance.	Associate Superintendent Director of Special Education Director of Security Supervisors	2/01 – 4/01	List of suspended students
	C. Develop procedure and form letter for principals to notify CST of a special education student's suspension.	Director of Special Education Principal Supervisors CST	2/01 – 4/01	Sample Letter Student Files
39. CST members have not always conducted a manifestation meeting at required times with proper written notices in the student files.	A. Review procedures with CST at monthly meetings. Monitor implementation through review of documentation.	Director of Special Education Principal Supervisors	2/01 – 4/01	Agenda Notice of Meeting
	B. Review procedures with principals at monthly assistant superintendent meetings.	Director of Special Education Supervisors	2/01 – 6/01	Agenda

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools   County: Essex

Date of Board Adoption: (if needed)   Submission Date (to County Office):

Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
	C. Conduct a review of suspended classified student files for copy of notice. Supervisor will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors	2/01 – on-going	Student files Supervisors visitation and monitoring logs Principal letter of suspension
40. Functional Behavioral Assessments and Behavioral Intervention Plans have not been conducted when needed by CST.	A. Review requirement of Functional Behavioral Assessments and Behavioral Intervention Plans with CST's.	Director of Special Education Principal Supervisors CST	01/01 – 4/01	Copy of code requirement Agenda CST Manual
	B. Provide in-service to review the elements necessary for the appropriate completion of a Functional Behavioral Assessment or Behavioral Intervention Plan	Director of Special Education Principal Supervisors CST	01/01 – 4/01	Sample Functional Behavioral Assessment and Behavioral Intervention Plan Agenda CST Manual
	C. Provide opportunities for teams to write and critique Functional Behavioral Assessments or Behavioral Intervention Plans	Director of Special Education Principal Supervisors CST	2/01 – 4/01	Sample critiques

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools_____   County: Essex_____

Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____

Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
41. Classified students have not always participated in statewide assessments.	A. Issue district policy statement on statewide testing according to N.J.A.C. 6A:14-4.11	Associate Superintendent Director of Special Education Legal Counsel	12/00	Policy Statement
	B. Monitor inclusion of students in testing program.	Director of Special Education Supervisors	2/01 – on-going	Supervisor's monitoring and visitation logs
	C. Review possible modifications with CST's that can be used with classified students	Director of Special Education Principal Supervisors CST Office of Research, Testing and Evaluation	9/00 – on-going	Sample list of accommodations
	D. Review list of students and accommodations to be provided to test coordinators.	Director of Special Education Principal Supervisors CST Office of Research, Testing and Evaluation School Test Coordinator	9/00 – on-going	List of students Reviews of testing monitoring

5/00

SPECIAL EDUCATION
CORRECTIVE ACTION FORM

Education Agency: The Newark Public Schools_____   County: Essex_____
Date of Board Adoption: (if needed)_____ Submission Date (to County Office):_____
Contact Person: Dr. Helene A. Feldman   Title: Director, Office of Special Education   Telephone (973)733-7064

Area of Non-compliance	Activities to Attain Compliance	Individual Responsible	Completion Dates Projected/Actual	Documentation of Activity
42. CST members have not always included graduation requirements in IEPs.	A. Review requirements of IEP's. Supervisors will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors CST	2/01 – on-going	Agenda Code requirement Sample IEP Supervisor's monitoring and visitation logs
43. Class size and age ranges according to N.J.A.C.6A:14 have not always been followed.	A. Review requirements of N.J.A.C. 6A:14 with CSTs and review classes for compliance. Supervisors will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors CST	2/01 – on-going	SERS class lists. Supervisor's monitoring and visitation logs.
44. District has not maintained records of parties who access records of students identified as eligible for speech-language services.	A. Develop log sheets for tracking parties who access records of students identified as eligible for speech-language services. Supervisors will provide written documentation to teams not complying.	Director of Special Education Principal Supervisors CST	2/01 – on-going	Log sheets Student files Supervisor's monitoring and visitation logs
45. District does not maintain a tracking system as where additional student records are located.	A. Maintain a check off list of files and their locations.	Director of Special Education Supervisors CST	01/01 – on-going	Log sheet

Newark Public Schools
Office of Home Instruction

In order to insure the accurate maintenance of records and appropriate delivery of services in the Office of Home Instruction, all areas of non-compliance have been addressed. In addition, new state requirements regarding the use of the Individual Improvement Plan for regular education students was instituted during the 2001-2002 school year. All final summary reports on Home Instruction students must now include the I.P.P. when submitted to the school of registration upon the completion of home instruction.

Revised forms and procedures for Home Instruction have now been in place for three years. These include:

- Weekly, rather than monthly reports of instructional time. The Weekly Schedule form consists of documented time frames of instruction signed by parents or chaperones and the content covered within the session.
- Use of the Teacher's Sign In Register, as it is used in schools, to document daily teacher attendance. The register is maintained by the Home Instruction clerk who is also responsible for payroll.
- Use of the Sign-Back Log to document those times when teachers report back to the Home Instruction Office for prep time or because of student cancellations.
- Use of the Student Attendance Log to document calls to report student absences to their home schools.
- Daily Lesson Planners that require the documentation of content taught. Each planner requests that the teacher include objectives, student activities, coaching strategies, texts and materials used, and the relationship of the activities to the NJ Core Content Standards.
- Final Summary Reports that include I.P.P. plans for regular education students. Special Education students will have Final Summary Reports in 2002-03 that will include items in the I.E.P. that were addressed during Home Instruction.
- A monthly Review of Home Instruction documentation for each student served, published and distributed at monthly faculty conferences.
- Extensive staff development during both monthly Faculty Conferences and scheduled Professional Development Days.
- Use of the Essex County Education Commission Home Instruction Office to fill required needs not able to be met by district home instructors. These include the need for bilingual teachers, teachers of the blind, and teachers specializing in autism.

I. **Home Instruction**

II. **The district will ensure accurate maintenance of records and the appropriate delivery of services.**

III. **Action Plan**

Area of Non-Compliance	Activity	Responsible Persons	Timelines	D
1. Inaccurate records of sick leave for teachers and monthly instructional time for students.	**1.1.** Revise home instruction forms to reflect all appropriate areas. (Attachment #1)	Jerry Bruno Ann Wilson Dr. L. Ashley	August 99	Revi
	1.2. Meet with home instructors to review all new forms and establish procedures.	Jerry Bruno Ann Wilson Dr. L. Ashley	September 99	Sign- Ager Hand
	1.3. Require accurate use of daily sign-in and sign-out register at Gateway Academy to record teacher's daily attendance	Ann Wilson Vincent Mays Home Instructors	September 99	Sign-
	1.4. Distribute and mandate use of revised weekly schedule for each teacher, requiring daily parent/guardian signature indicating time frame of instruction and content covered per session.(Attachment #1)	Ann Wilson Home Instructors	September 99 – On-going	Wee
	1.5. Require instructors to follow district procedures for reporting of absence and to call immediately to report absence or non-access to students.	Home Instructors	Nov. 1 – On-going	Log
	1.6. Require completion of daily lesson plans for each student indicating content areas taught. Plans are to be reviewed by the Supervisor of HI or Special Programs Administrator	Home Instructor Ann Wilson Vincent Mays	September 99-On-going	Daily Plan

Area of Non-Compliance	Activity	Responsible Persons	Timelines	D
	1.7. Home instructors will adhere to district payroll documentation for attendance. District Attendance Improvement Plan (AIP) will be maintained. Records and backup documentation will be maintained in the Office of Home Instruction at Gateway Academy.	Ann Wilson Vincent Mays	September 99- On-going	Sign Payr AIP
	1.8. Complete Final Summary Report for HI students, indicating dates, time span of instruction, total hours and grades.	Home Instructors Ann Wilson	September 99 – On-Going	Sum
2A. Some students were not receiving the required number of hours of instructions.	**2A.1.** Require schedules to reflect number of hours for each student.	Home Instructors Ann Wilson	September 99 – On-Going	Wee
	2A.2. Mandate use of Final Summary Report indicating dates, time span of instruction, total hours and grades.	Home Instructors Ann Wilson	September 99 – On-Going	Sum
	2A.3. Distribute and mandate use of revised weekly schedule for each teacher, requiring daily parent/guardian signature indicating time frame of instruction and content covered per session.(Attachment #1)	Ann Wilson Home Instructors	September 99 – On-going	Wee
	2A.4. Review all forms monthly to ensure compliance and maintenance of appropriate documentation.	Ann Wilson	September 99 – On-going	Revi docu
2B. Some teachers were not certified in teaching areas assigned.	**2B.1.** Recruit substitutes and after school teachers to supplement as needed.	Ann Wilson Jerry Bruno Dr. L. Ashley A. McGoldrick	October 99- On-Going	Job Listi
	2B.2. Use Essex County Educational Commission (ECC) teachers to provide home instructors for difficult to find certifications.	Ann Wilson	September 99- On-Going	Listi used

Area of Non-Compliance	Activity	Responsible Persons	Timelines	D
3A. Supporting documentation for student records were not retained in student files	**3A.1.** Require monthly review and on-going maintenance of all supporting documentation for students. Record will be house at the Home Instruction Office at Gateway Academy	Ann Wilson Home Instructors Secretary	September 99- On-Going	Stude
3B. Medical certificates not approved by district's doctor.	**3B.1.** Medical form has been revised to require signature of school physician and mandated sixty day review date. (Attachment # 2)	Ann Wilson Terry Garcia Ernest DiFazio, MD	September 99 – On-Going	Med
3B. Medical certificates not approved by district's doctor.	**3B.1.** Medical form has been revised to require signature of school physician and mandated sixty day review date. (Attachment # 2)	Ann Wilson Terry Garcia Ernest DiFazio, MD	September 99 – On-Going	Med
3C. Student transfer form 29 missing from student files.	**3C.1.** State of NJ has mandated that students are no longer to be transferred out of their schools and enrolled in a home instruction register. Students are to remain on home school registers and marked with a 7, for the duration of home instruction, as per Bulletin 14 issued Oct. 1999. (Attachment # 3)	Ann Wilson School Secretaries School Principals	September 1999 – On-Going	Regi Bulle
4. Assistant Superintendents are not signing Superintendent Suspensions.	**4.1.** Clarify districts procedures for Superintendent's Suspension. (Attachment # 4)	Marion Bolden Assistant Superintendents	September 1999 – On-Going	Sign
5. Vendor invoices for HIP students at out-of-Newark facilities were not signed and approved.	**5.1.** Director of Special Education or designee will sign and approve vendor invoices in a timely manner.	Director of Special Education or Designee	Oct. 1999- On-going	Sign

IV.   Interim Report

The records will be monitored quarterly to verify accuracy.

S E C T I O N   I I I

Abbott Implementation

A. School-by-School Implementation Chart
B. Early Childhood Service Goals
C. Class Size Reduction School-by-School Summary
D. School-by-School SMT Status Report
E. Accountability Plan

BARRIERS AND ISSUES TO IMPLEMENTATION OF
WHOLE SCHOOL REFORM, 2001-2002

The Newark Public Schools continued to work within the regulated Whole School Reform process and each of our schools continued in implementing their chosen Whole School Reform Model or approved Alternative Model.

All schools were given assistance, through District Offices and the Office of Program Improvement Regional Center-North (PIRC-N), in preparing implementation plans and school-based budgets. Early in the school year, PIRC-N staff provided school administrators and other staff with a clear understanding of the budget process, including allowable and non-allowable items. However, not all SRI (School Review and Improvement) staff provided support consistently, to their assigned schools during the ongoing process. This inconsistency posed a barrier to the efficiency of the implementation plan and school-based budget process.

Other PIRC-North SRI staff continued efforts to guide and support schools during the 2001-02 SY, however, there were other barriers to the WSR implementation process. A major factor was the extremely tight *timeline* for development of implementation plans and school-based budgets. The *timeline* between the *Technical Assistance* presentation of plan and budget documents to the District, and the submission of prepared materials to the Department of Education by the December 1st deadline, did not allow sufficient time to fully address all of the steps outlined in the WSR regulations. Monthly meetings of School Management Teams on such a tight timeline made it very difficult to prepare the plan and budget documents sufficiently for the Superintendent's review and difficult, also, to accommodate a schedule that would allow for necessary revisions and adjustments. Thus, School Management Teams were hard pressed to complete reviews of the Superintendent's comments before revising and submitting their plans to the Department of Education by December 1st. It was difficult, as well, for principals to adequately address preparation of implementation plans and budget materials while also providing the appropriate instructional leadership needed within their schools, at such a crucial time in the school year.

An additional barrier occurred due to staff capacity limitations of the Whole School Reform developers. As a result, not all schools received the expected level of developer support prescribed in the Model contract. In some schools, the assigned representative from the developer visited the school only once, early in the school year, and then did not return. Some schools discovered that their assigned person suddenly was no longer an "associate" of the Model and there were instances where the replacement representative was assigned only after a protracted period of time. A few schools even experienced changes in their assigned representative, *repeatedly*, throughout the school year. The District also determined, in reviewing and assessing delivery of Model components and structures, that the whole school reform process was not comprehensive enough for many of the implementing schools because the model lacked adequate provisions for special populations of students.

Lastly, it should be noted that the *Whole School Reform Guide for Implementing Urban Education Reform in Abbott Districts* was looked to as a resource for helping to support the implementation of many components of whole school reform, including maintaining mandates for school management teams. Here, it was determined that the Guide lacked details needed to direct the more definable operations of School Management Teams. As a result, the District revised its SMT Action Plan and also developed an SMT Handbook to more specifically guide the work of school management teams. The District is awaiting approval of the 2002-03 budget to proceed with printing of the SMT Handbook.

CHART III
ANNUAL PERFORMANCE REPORT
WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

DISTRICT: NEWARK
DATE: JUNE, 2002

	SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL	STATUS & BARRIERS
1	Abington Ave	E	K-8	III	CES	Implementing
2	Alexander St	E	1-5	III	Accelerated	Implementing
3	Ann St	E	K-8	III	Comer	Implementing
4	Arts High	S	9-12	III-A	Alternative Design	Implementing
5	Avon Ave	E	K-8	II	SFA	Implementing
6	Barringer High	S	9-12	III-A	Talent Development	Implementing
7	Belmont Runyon	E	PreK – 5	II	SFA	Implementing
8	Boylan St	E	K – 1	I	SFA	Implementing
9	Bragaw Ave	E	K- 8	III	Accelerated	Implementing
10	Branch Brook	E	K – 5	II A	Accelerated	Implementing
11	Broadway Elem	E	K – 4	III	Accelerated	Implementing
12	Bruce St	E	Sp. Ed.	II A	MicroSociety	Implementing
13	Burnett St	E	K – 8	III	America's Choice	Implementing
14	Camden St	E	K – 4	II A	CFL	Implementing
15	Camden Middle	M	5 – 8	III-A	CO'NECT	Implementing
16	Central High	S	9 – 12	II-A	Talent Development	Implementing
17	Chancellor Ave	E	3 – 8	III	Comer	Implementing
18	Chancellor Annex	E	K – 2	III	Comer	Implementing
19	Cleveland	E	K – 5	II A	SFA	Implementing
20	Clinton Ave	E	K – 2	II	Comer	Implementing
21	Dayton St	E	K – 8	II	SFA	Implementing
22	Dr E. A. Flagg	E	K – 8	III	Coalition	Implementing
23	Dr. M. L. King	E	K – 8	II	CFL	Implementing
24	Dr. W.H.Horton	E	K – 8	II A	Accelerated	Implementing
25	East Side High	S	9 – 12	II A	Coalition	Implementing
26	Eighteenth Ave	E	K – 5	II A	SFA	Implementing
27	Elliott Ave	E	K – 4	II	SFA	Implementing
28	Fifteenth Ave	E	K – 5	II	CFL	Implementing
29	First Ave	E	K – 8	II A	Accelerated	Implementing
30	Fourteenth Ave	E	K – 4	II A	CFL	Implementing
31	Franklin	E	K – 4	II A	Accelerated	Implementing
32	Gateway Academy	Alt.	8-12	III-A	Coalition	Implementing
33	George W.Carver	E	K – 8	III	SFA	Implementing
34	Gladys H. Jones	M	7 – 8	II	Accelerated	Implementing
35	Harold Wilson	M	6 – 8	III-A	America's Choice	Implementing
36	Harriet Tubman	E	K-6	III	Comer	Implementing
37	Hawkins St	E	K – 8	III	Accelerated	Implementing
38	Hawthorne	E	K – 8	III	SFA	Implementing

* E = Elementary   M = Middle   S = Secondary

CHART III
ANNUAL PERFORMANCE REPORT
WHOLE SCHOOL REFORM IMPLEMENTATION STATUS

DISTRICT: **NEWARK**
DATE: **JUNE, 2002**

	SCHOOL	TYPE*	GRADE LEVEL	COHORT	MODEL	STATUS & BARRIERS
39	John F Kennedy	E	Sp. Ed.	II A	Comer	Implementing
40	Lafayette St./Annex	E	K – 8	II	Accelerated	Implementing
41	Lincoln	E	K – 5	II	Comer	Implementing
42	Louise A. Spencer	E	PreK – 8	II	SFA	Implementing
43	Luis Munoz Marin	M	5 – 8	II	CFL	Implementing
44	Madison Ave	E	K – 5	II	SFA	Implementing
45	Malcolm X Shabazz	S	9 – 12	II	Talent Development	Implementing
46	Maple Ave/Annex	E	K – 8	III	SFA	Implementing
47	McKinley	E	PreK – 6	II A	Accelerated	Implementing
48	Miller Str	E	K – 8	II	SFA	Implementing
49	Montgomery	S	Sp Ed	II A	CFL	Implementing
50	Morton St	M	5 – 8	III A	America's Choice	Implementing
51	Mount Vernon	E	PreK – 5	II A	Accelerated	Implementing
52	NJ Regional Day	N/A	--	--	--	--
53	Newark Evening	N/A	--	--	--	--
54	Newton St	E	K – 8	III	SFA	Implementing
55	Oliver St	E	PreK – 8	II A	Accelerated	Implementing
56	Peshine Ave	E	K – 8	II	SFA	Implementing
57	Quitman St	E	PreK – 4	II A	Comer	Implementing
58	Rafael Hernandez	E	K – 8	III	*America's Choice*	Implementing
59	Ridge St	E	K – 8	II A	Accelerated	Implementing
60	Roberto Clemente	E	K – 4	II A	SFA	Implementing
61	Roseville Ave	E	K – 4	II A	Accelerated	Implementing
62	Samuel Berlinger	E	Sp Ed	II A	Comer	Implementing
63	Science High	S	9 – 12	III A	Alternative Design	Implementing
64	South 17th St	E	PreK – 8	II A	Accelerated	Implementing
65	South St	E	K – 5	II A	Comer	Implementing
66	Speedway Ave	E	K – 4	II	SFA	Implementing
67	Sussex Ave	E	PreK – 8	III	SFA	Implementing
68	Technology	S	9 – 12	III A	CO'NECT	Implementing
69	Thirteenth Ave	E	PreK – 8	III	Comer	Implementing
70	University High	S	7 – 12	III A	Alternative Design	Implementing
71	Vailsburg Middle	M	6 – 8	III A	America's Choice	Implementing
72	Warren Street	E	PreK – 8	II	SFA	Implementing
73	Weequahic High	S	9 – 12	III A	Talent Development	Implementing
74	West Kinney Alt	S	9 – 12	III A	Coalition	Implementing
75	West Side High	S	9 – 12	III A	Talent Development	Implementing
76	William Brown	M	6 – 8	II	SFA	Implementing
77	Wilson Ave	E	PreK – 8	II	Accelerated	Implementing

* E = Elementary   M = Middle   S = Secondary

A. School-by-School Implementation Chart

APPENDIX A
School-by-School Whole School Reform Implementation Status
2002

THIRTEENTH AVENUE			
Type: Elementary **Grade Level:** PreK-8 **Cohort:** 3A **Model:** Comer **Implemented:** Sept. 2001	**Status/Comments:** The first year of implementation was our training year. Staff attends Comer 101and 102 training session's Yale University. Our staff also attended training in the Developmental Academy and this balanced Curriculum. The General staff received turnkey training in the Comer process. As we enter our school year of Comer/SDP we are experiencing greater staff involvement of our team (SSST, SPMT, PT) and sub-committees. Staff members are receiving training in the Essenenal of Literacy as well as continued Immersion in the Comer process offered Yale University.	**Barriers encountered in implementation:** The barriers that we are experiencing are: • Lack of parental participation • Coordination of time for actives and training • Teacher participation in and understanding of the organizational change process • Lack of knowledge and understanding of the Comer Process • Reimbursement and funding issues as released to training and workstations in the Comer process.	**Strategies to Address Barriers:** The 13th Avenue School Parent Team is planning recruitment activities: • Comer night • Drama Presentation • Sisters United Activities • Boys to Men Activities • Classroom Mothers • Block Captains Use of grade-level meetings and faculty meetings as well as SD Days will assist in management of time for model implementation and actives. Posting and explanations of new procedures will occur at every staff gathering as well as daily via intercom. All staff and students will benefit from this auditory and visual Immersion. The Parent Team will address issues of funding for parental training.
EIGHTEENTH AVENUE			
Type: E **Grade Level:** Pre- K- 5 **Cohort:** 2A **Model:** SFA **Implemented:** Sept. 2000	**Status/Comments:** • Continuous training for Success For All for all staff during Staff Development Days. • Successes for all tutors are now in place. • Some developmental vacancies were filled.	**Barriers encountered in implementation:** • Continued Vacancies.	**Strategies to Address Barriers:** • Attend the District Job Fair in February 2002. • Interviews are still being conducted to fill current vacancies.

ABINGTON AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: PreK-8** **Cohort:** **III** **Model: Coalition of Essential Schools** **Implemented: Sept. 2000**	Whole School Reform is proceeding on schedule. We are continuing to implement the Ten Common Principles of Coalition of Essential Schools. The area of concentration this year (2001-2002) is on Principles 5 and 7, "student as learner, teacher as facilitator" and "tone of decency", respectively. Monthly staff development meetings turnkey strategies for achieving benchmark of CES principles, which focus on achieving a SMART goal: to NJCCCS. It's noteworthy that our students have achieved 100% proficiency on ESPA, GEPA 2000-2001. Barriers that have been previously encountered and addressed with positive results include: • Acquired CBO FOCUS as our SMT constituency • Complete construction of PreK modular • Rigby Guided Reading for an enhanced LAL balanced reading program • Requisitioned non-refundable accommodations for CES National Fall Forum.	The second year of WSR/CES implementation had been a considerably successful, however there are still some pertinent concerns that impact the quality of student achievement, most notably: • Overcrowded conditions have increased due to construction of new housing Grades 1, 2, 3, 5, 6, and 7 Still do not meet the state mandated optimum class size. Additional funding is needed to provide adequate teacher assistance through aides, class reduction teachers, and tutor/enrichment teachers.	• SMT will continue to investigate ways to alleviate the overcrowded conditions, teacher to student ratio, in grades 1, 2, 3, 5, 6, and 7, by increasing the number of class reduction teachers.

ALEXANDER STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Elementary **Grade Level: 1-5** **Cohort:** 3 **Model:** ASP **Implemented: 2000**	1. Taking Stock was completed January 2002. 2. Powerful learning experiences are on going. 3. New topics are being addressed by the cadres. 4. Shared vision has not been completed. 5. Setting priorities has not been completed.	1. Lack of consistent support by developers. 2. Time for cadres to meet. 3. New York regional Center did not attend the National Conference. 4. Only one site visit (September 28, 2001) 5. Lack of communication between Developers and WSR Facilitator.	1. Frequent invitations to WSR Supervisor to attend SMT meetings. 2. Request from WSR Facilitator to do on-site training. 3. Continue to offer incentives for attending monthly meetings. 4. Vary times of cadre meetings.

ANN STREET SCHOOL

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: E **Grade Level:** k-8 **Cohort:** 3rd Cohort **Model:** Comer **Implemented:** Sept. 2000	• The School Implementation Questionnaire Report (SIQR) Provided us with very positive quantitative picture of the successful implementation of the Comer SDP model at Ann Street School. Of eight qualifying indictors, six were found to be exemplary and two highly effective. • The TCU's opened in September for the 6th grades to help alleviate some of the overcrowded concerns.	• None	• None

ANN STREET SCHOOL

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: E **Grade Level:** k-8 **Cohort:** 3rd Cohort **Model:** Comer **Implemented:** Sept. 2000	Many initiatives have been undertaken at Ann Street School to address the Implementation of our WRS model (Comer, STP). • SPMT and subcommittees are functioning well and meeting their objectives. • SSST is well organized and meets regularly to develop strategies to deal with Global Issues. • Stakeholders have been sent for training to Yale. • An additional Facilitator was added to the staff to better implement the Comer process.. • The Facilitators and other trained stakeholders have trained the entire staff on the Comer Process. • The Facilitators meet twice monthly at grade level meetings to continue to develop the Six Developmental Pathways. • Comer staff from Yale further develops the Comer process during staff development days for classroom applications. • The Parent Team in collaboration with the Parent Liaison continues to increase parent involvement.	• Bilingual Guidance Counselor position continues to be vacant. • World Language position had not been filled until December, 2001 • Overcrowded continues to be a major concern. • There is no pre-school program at Ann Street School.	• The interview process for the Bilingual Guidance Counselor ongoing. • The Newark Strategic Plan will provide a new building within five years • A possible solution would be to condemn structure adjacent to the school, and the state would appropriate funds for a structure or TCU's to be placed on the site for pre-school.

ARTS HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: High school **Grade Level:** 9-12 **Cohort:** III(A) **Model:** Alternative **Implemented:** Jan. 2001		• None	

AVON AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: SFA **Grade Level: K-5** **Cohort:** III **Model:** SFA **Implemented: Sept. 1999**	• Mechanical routine level of implementation.	• New teachers lack initial and on-going training. • Overall, lack of teacher preparation & fidelity to the SFA model.	• Team meetings with facilitator. • Staff Development • Project GRAD support staff • Foundation support days.

BARRINGER HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: S **Grade Level:** 9-12 **Cohort:** 3rd **Model:** TDHS **Implemented:** 2/02	• Orientation Day took place on September 5th, 2001 for the entire staff. • October 24, 2001, Staff Development Day, the faculty divided into Sub-Committees of their choice, The entire workshop was directed towards developing working Sub-Committees for the TDHS model. • January 18, February 20,21, 2002 Staff Development Days concerning implementation of the TDHS program. • February 20, meeting concentrated on the TDHS Sub-Committees. How to develop each committee to it's full capacity into the TDHS program. • The Holland Student Interest Inventory survey was discussed. • BHS has submitted a Zero-Based budget, and we are awaiting approval.	• See previous page	• See previous page

BARRINGER HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: S **Grade Level:** 9-12 **Cohort:** 3rd **Model:** TDHS **Implemented:** 2/02	• Several initiatives have taken place at Barringer High School addressing the WSR model **" Talent Development High Schools"**. During the 2001-2002 Academic year we will be entering our **PLANNING YEAR:** • Several members of the SMT, the Principal, and VP attended a two days workshop at Johns Hopkins University on August 9-10, 2001. The workshops provided the attendees the opportunity to view the aspects of the model, consult with the developer and consultants discussing the implementation process relating to the needs of Barringer High School.	• We are in our planning year and reviewing the requirements needed to implement the TDHS program. • We are concerned with the facilities Structure not in compliance with the TDHS plan. • The incorporation of our large Special Needs and Bilingual/ESL population into the TDHS program.	• Meeting with TDHS Counselors to address the Sp. Needs problem. Future visitations to TDHS that have incorporated the SP. Needs students into TDHS model. • Facilities Structure is a district problem.

BELMONT RUNYON

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Elementary **Grade Level: PreK-5** **Cohort:** II **Model:** SFA **Implemented:** **SFA Reading 1999-2000** **SFA Math Wings 2001-2002**	• Belmont Runyon is in its third year of SFA Reading. • SFA is implemented on all grade levels including Curiosity Corners in PreK, Early Learning in Kdg. Roots and Wings in all other levels. SFA Math Wings • Primary Math Wings implementation report found that 5 out 6 teachers are implementing the program successfully. • Intermediate shows 5 out of 10 teachers are really comfortable with the routines and implementation of the Math Winds program.	• The large number of new staff members who need additional training. • High transient rate of students. • Insufficient parental involvement in the Raising Readers' Program • Students in grades 2-5 performing 1 to 2 years below grade level. • Problematic students needing assistance. • New teachers not knowing hoe to use CMCD on daily basis. • The level of instruction isn't consistent enough in the Intermediate program in grades 3/5. We need more quality instruction on a routine day-to-day basis. • Team building and team rehearsal in Intermediate. • More (EPR) Every Pupil Respond techniques to support CMCD	• Recruit more volunteers to serve as tutors and Buddy Readers. • Provide training early (before teachers are in the classroom). • Advertise Raising Readers' Workshops on Newark Cable TV. • Combine Raising Readers' workshop with other school activities, such as school wide projects. • Upgrade incentives (such as gift certificates) • Completion and submission of student referrals by teachers. • Additional training for staff. • Student work, concept checks, word problems collected, and reviewed by Facilitator weekly. • In Class support by Facilitator-model specific components-continue to offer support. • Track student progress by grade level by looking at specific units.

BOYLAN STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: PreK-1** **Cohort:** **I** **Model:** **SFA** **Implemented: 1999**	• All SFA components for World Lab have been implemented to date. World Lab will be implemented in the 2002-2003 school year. • All categories of PASS with identifiable challenge area were examined this school year to determine possible solutions/adaptable necessary to strengthen the overall improvement of student achievement.	• .5 World Lab facilitator position eliminated from the budget. • Technology access • Improvement of parental involvement • Educational media center needs. • Instructional practices aligned with SFA and Core Standards.	• Assignment or World Lab Job responsibilities to other staff member. • Utilize other sites for technology training. • Purpose portable laptop units for student access. • Increase technology in the library. • Expand collection and create a student friendly atmosphere in the library. • Continue strategy-brainstorming sessions with staff to determine alignment of early childhood practices to SFA focus.

BRAGAW AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:

Type: **Elementary**
 	
   Grade Level: **K-8**
   w/ 2 special needs
 	
Cohort: **II**
 	
Model: **Accelerated**
 	
Implemented: Sept. 2000
	• Students expressed no familiarity with ASP.
	• Lessons observed during site visit reflect lack of powerful learning components.
		• A need for increased awareness exits about what it means to be an accelerated school.
		• Identify strategies for teacher/student collaboration in lesson planning.
		• New staff and existing staff to reflect on instruction and planning of lessons.
			• School wide projects to create unity of purpose and principles and values.
			• Identify strategies for teacher/student collaboration in lesson planning
			• Develop project-based Powerful Learning lessons and units.
			• Share successful classroom practices regularly in grade level meetings.

BRANCH BROOK

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: K-5** **Cohort:** **IIA** **Model: Accelerated Schools Project** **Implemented: SY 2000-2001**	• The Accelerated Model progressed more effectively in its second year on implementation Representatives teachers & the Facilitator attended All Day Staff Development Sessions sponsored by Columbia University. • 5 Sessions at Columbia University during August. 8 Sessions at Gateway Academy • TurnKey staff training was offered for all instructional & supports staff at Branch Brook School. • 3 All day Sessions • 2 Half Day Sessions • Grade level Meetings were aligned to the goals & objectives of the ASP model.	• Time necessary to complete taking stick data was difficult to complete during school hours. Many after school & weekend hours were dedicated to this process.	• Staffs volunteered time to compile data, prioritize needs & create a vision.

BROADWAY ELEMENTARY

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: K-4** **Cohort:** **III** **Model:** **ASP** **Implemented:** **WRS/ASP Training** **Cadres/Subcommittees**	• Review of ASP philosophy & components to school stakeholders • Create adequate meeting time opportunities	• GLM time insufficient to fully address issues.	• Cadres meet after school large block of time to initiate discussion and formation. Thereafter, w/in GLM times.

BRUCE STREET SCHOOL FOR THE DEAF

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: PSH (D) 3yrs.** **Intermediate II – 15yrs.** **Cohort:** **IIA** **Model:** **MicroSociety** **Implemented: April/May 01**	• Near full implementation of the Microsociety WSR Model. • Implementation Process • Need for members of staff to attend Annual MicoSociety Conference.	• Funding, Space, Time. • Staff attitude chaos. • Funding	• Outreach to school Administration, SLT, Developer and State. • Outreach to 2 Cedar St. and Developer • Informed SRI of the need for this staff to find a common thread with other educates involved in the MicroSociety Process – and break the cycle of isolation

BURNET STREET SCHOOL

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **America's Choice** **Grade Level:** **K – 8** **Cohort:** **II** **Model:** **America's Choice** **Implemented:** **2000-2001**	• Progressing	• Changes in Administration and staff	• Retraining Admin. & coaches and refocusing staff

CAMDEN MIDDLE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: M Grade Level: 5-8 Cohort: 3A Model: Co-nect Implemented: 9/01	Year One: Pre-Implementation The Design Team has: 1. Rated the school on the 5 Co-Nect benchmarks, 2. Written goals for each of the benchmarks, 3. Presently planning activities for each benchmark. The staff has been trained by the consultant to access the Co-Nect Exchange, select and develop projects, and to construct rubrics.	Design Team- Time to develop the plan. Staff-Time to develop and phone technological skills, or exchange ideas with staff members whom is better skilled.	Design Team-Proposed substitute coverage for each benchmark team, which will allow time for each group to work directly with the developer to complete their plans. Staff-Use grade level meetings to work with developer and other staff members. Plan for additional training.

SCHOOL: CAMDEN MIDDLE ELEMEMTARY			
Type: **Elementary** **Grade Level: Pre-K through 4/ Special Needs** **Cohort:** **2A** **Model:** **Community For Learning** **Implemented: 2/01**	**Status/Comments:** • Second Year of Implementation. • Program not geared towards entire population of school. • Program does not address discipline issues.	**Barriers encountered in implementation:** • Lack of communication from the Developer (Temple University). • All classrooms do not implement the program. • No new techniques • Insufficient data to compare progress. • Lack of visitations • Lack of feedback • Insufficient time of training (1day as opposed to 4 days) As per contract, 4 days were allocated for training.	**Strategies to Address Barriers:** • Inform the SLT and WSR Supervisor. Continue to make contact with the Developer. • Provide support services for staff members. • More visitations and feedback from Developer. • Data to compare progress of the program.
SCHOOL: CENTRAL HIGH			
Type: **High school** **Grade Level:** **9-12** **Cohort:** **IIA** **Model:** **TDHS** **Implemented:** **Jan. 2000**	**Status/Comments:** • All grades not currently represented • Academics implemented and functioning.	**Barriers encountered in implementation:** • Physical limitations of building. • Current grade enrollment is grades 9 & 10. • Staffing	**Strategies to Address Barriers:** • Strategic placement of Academics. • Enrollments increasing one grade level per year, for the next two years, until we will have total representation for grades 9, 10, 11, & 12. • Proactively interviewing for staff to support Whole School Reform initiatives and course electives.

CHANCELLOR ANNEX

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: K-2** **Cohort:** **III** **Model:** **Comer** **Implemented: 9/00**	• The status of our implementation is good. We are working on our Assessment and Modification part of Comer. The SPMT, PT and SSST are doing nicely.	• The barrier we encountered was meeting times for the subcommittees.	• The Subcommittees meet during faculty meetings.

CHANCELLOR AVE.

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: 3-8** **Cohort:** **Model:** **Comer** **Implemented: Jan. 2001**	• The SSST, SPMT, curriculum climate and parent teams are meeting on a regular basis. These teams have made great strides.	• Lack of communication • Essential equipment not received still need training for some of the staff. • Complaints are "Too much paper work". • Team members can't find time to meet : No coverage	• Meetings scheduled during lunchtime. • Training for parents and staff members during monthly staff meetings. • Workshops are held during school hours allowing staff member to attend. • Assisting staff with paperwork. • Materials issued to staff are Comer model

CLEVELAND

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Cleveland Elementary **Grade Level: Pre- K- 5** **Cohort: 2A** **Model: SFA** **Implemented: 2001**	• Results of second eight-week assessment period. The magic Number 64 which represents the # of students who are presently on/above grade level. • School-wide 34% of our students are on grade level in reading. • While grades 1,3,4,5 experienced a decrease in the % of students on/above grade level. Second grade showed an increase of 1%. • S.W.A.T. (Sophomores who assist teachers) is in place as a volunteer listener program geared towards 1st grade students to assist them with their reading.	• Time enough to assist and provide professional development for all teachers. • Receiving data from teachers in timely manner in order to analyze, chart, and report out in timely manner. • Rates of return of reading response forms have dropped.	• Have an SFA point person come to visit classrooms, and provide feedback for teachers. • Conduct planning sessions during SFA collaboration meetings and/or one to one with facilitator have teachers coach each other in roots/wings. • Have administration hold teachers accountable for submitting data in a timely fashion. • Monthly sponsored school-wide contest, which awards classes with the highest rate of reading response, returns.

CLINTON AVE.			
Type: **Elementary** **Grade Level: Pre-K-2** **Cohort:** **II** **Model:** **Comer** **Implemented: Sept. 99-00**	**Status/Comments:** • Clinton Avenue School in its third year of implementation. 22% of the staff have attended Comer Training 101 & 102 given in New Haven, CT. 96% of the staff have participated in Comer training here at school. 52% of the staff have been a part of the Comer NJ network monthly training sessions. We have regularly scheduled meetings with written minutes that are distributed widely. There is a culture of shared decision making in all aspect of school life.	**Barriers encountered in implementation:** • Comer has been unable to provide our school with a consistent Implementation Facilitator. We have had three different people in as many years. • Consistent parent participation continues to be a challenge.	**Strategies to Address Barriers:** • The Comer schools within the district are requesting a district steering committee. This committee would be able to have a representative from the Superintendent office to meet with the developer to discuss specific needs. • Individuals from the SPMT have asked to contact parents on a regular basis to encourage them to attend meetings.
DAYTON STREET			
Type: **Elementary** **Grade Level: Pre K-5** **Cohort:** **II** **Model:** **SFA** **Implemented:** **1999- SFA Rdg** **2000- Curiosity Corner** **2001- SFA MathWings**	**Status/Comments:** • SFA Reading Program is in its third year of implementation. • Curiosity Corner is in its 2nd year of Implementation. • SFA MathWIngs is in it's first year of implementation	**Barriers encountered in implementation:** • The large numbers of new teachers who came into this year. • Component training for new teachers was inadequately provided by district.	**Strategies to Address Barriers:** • Provided in-house component training with the assistance of school facilitators.

DR. E. ALMA FLAGG			
Type: **Elementary** **Grade Level: K-8** **Cohort:** **III** **Model: Coalition of Essential Schools** **Implemented:** **2000-2001** **2001-2002**	**Status/Comments:** • Implementation year 2 • Year 1 implementation of Principals1, 3, 7Year 2 Principles 2, 5, 6 • Monitoring of the progress of implementation plan is ongoing • SMT and Sub-committees are meeting twice monthly	**Barriers encountered in implementation:** • Teacher turnover 31% • Inexperienced teachers • New Principal (year 2) • New Vice Principal (year 2) • Skeleton staff (year 1) • Large class sizes • High student Mobility rate	**Strategies to Address Barriers:** • Teacher incentives and rewards • Professional development in content areas and instructional strategies • CES training for administrators and teachers • Increased staff as per Whole School Reform • Reduce Classes sizes as per Abbott Ruling • Assigned tutors to work with students • Utilized team teaching strategies in large classes • Increase health and social services to students and parents • Provide families with linkage to social programs

SCHOOL: DR. WILLIAM H. HORTON			
Type: **Elementary** **Grade Level: K-8** **Cohort: II-A** **Model: Accelerated School Project** **Implemented: Sept. 2000**	**Status/Comments:** • The Accelerated School Project continues to work well at the Dr. William H. Horton School. • The entire school community has embraced the ideas and goals of the ASP and has strengthened their commitment through monthly in-service training sessions. • In addition, staff and faculty members in grades K-8, as well as support services, work diligently as members of our six cadres.	**Barriers encountered in implementation:** • Dr. Horton continues to suffer from the nationwide teacher shortage. Although some areas have been addressed, such as the hiring of full-time special education teacher, several key positions remain vacant or filled by substitutes. • Dr. Horton continues to provide the best possible solutions to alleviate overcrowding, especially in grades 3 and 4; however, without additional staff, we are unable to fully implement the ASP model. • After school program to provide students with additional opportunities to refine and develop their capabilities in Language Arts Literacy and Mathematics remain undeveloped due once again to the shortage of qualified instructors.	**Strategies to Address Barriers:** • Enrichment teachers have been assigned to provide supplemental instruction to children facing difficulties. • The administrative team continues to provide support at all grade levels to monitor, assess, and provide staff development opportunities. • Contracted consultants have been utilized to provide individual and grade level support to the entire staff, with specific emphasis on Language Arts Literacy in grades 5-8.

EAST SIDE HIGH			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **High School** **Grade Level: 9-12** **Cohort: II A** **Model: Coalition of Essential Schools** **Implemented:**	• The SMT suffered an early setback in September. Last year the SMT decided to hold elections in January 2002. The months leading up to the elections were going to be used to encourage participation, publicize accomplishments and importance of the team. • Notification came in October that we could not have elections until June, since the September deadline had past. • Working parents and students make it difficult for the SMT to locate available members. • Steps have been taken to alleviate these problems and the last meetings have seen an increase in parents, as well as students.	• Communication with parents insufficient. • Training dates for working parents. • Transportation for students and teacher to training. • Consistent attendance by members to meetings. • Difficulty finding a significant number of peoplel to volunteer their time.	• Monthly open forums for each institute. • Sign-up sheets for teachers • Phone calls and PTSO meetings to encourage parent's attendance. • Meetings with administrators to communicate concerns and ideas. • Elections will be held in June 2002. • Candidates have been trained and will meet in the summer.

EAST SIDE HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **High School** **Grade Level:** **9-12** **Cohort:** **II A** **Model: Coalition of Essential Schools** **Implemented:**	• The SMT suffered an early setback in September. Last year the SMT decided to hold elections in January 2002. The months leading up to the elections were going to be used to encourage participation, publicize accomplishments and importance of the team. • Notification came in October that we could not have elections until June, since the September deadline had past. • Working parents and students make it difficult for the SMT to locate available members. • Steps have been taken to alleviate these problems and the last meetings have seen an increase in parents, as well as students.	• Communication with parents insufficient. • Training dates for working parents. • Transportation for students and teacher to training. • Consistent attendance by members to meetings. • Difficulty finding a significant number of peoplel to volunteer their time.	• Monthly open forums for each institute. • Sign-up sheets for teachers • Phone calls and PTSO meetings to encourage parent's attendance. • Meetings with administrators to communicate concerns and ideas. • Elections will be held in June 2002. • Candidates have been trained and will meet in the summer.

ELLIOTT STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: PreK-4** **Cohort:** **II** **Model:** **SFA** **Implemented: 9/99**	• Refining the reading component Implemented in 1999. • Implementing MathWings this school year. • Ninety-eight percent of teachers trained in reading. • All math teachers trained in MathWings. • Tutors work with identified students on a one-to-one.	• Lack of physical space. • Mobility of students among non-SFA schools. • Staff turnover (new positions, retirement) • Limited services for Special Needs Students	• Created instructional space in hallways and stage. • Encouraged parents not to relocate until end of school year • Provided staff development and support • Requested additional resources from central and SLT offices

FIFTEENTH AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: Pre-K-5** **Cohort:** **2A** **Model:** **CFL** **Implemented: Sept. 2000**	The majority of teachers are functioning at the 2nd year of implementation. Most teachers have mastered many of the elements under the first critical dimension and are working towards full implementation of the diagnostic prescriptive process and small group instruction. Our instructional team meetings and staff development sessions focused on these areas.	More support from developers	Discussed problems with WSR Supervisor

FIRST AVENUE			
Type: **Elementary** **Grade Level: K-8** **Cohort:** **IIA** **Model: Accelerated Schools** **Implemented: 9/00**	**Status/Comments:** • The "Taking Stock" Surveys were completed 6/01. • The "Taking Stock" Surveys were analyzed 8/01-12/01. • Three Cadres were formed based on survey results. They are Parental Improvement, Curriculum and Instruction, and School Climate. • The School Vision is in the process of being formulated. • The Vision Ceremony will be held in Spring 2002. • Staff trained in Powerful Learning strategies.	**Barriers encountered in implementation:** • Adequate time all for all constituencies to meet to share thoughts and ideas. • Involvement of parents on Cadres.	**Strategies to Address Barriers:** • Meetings will be held on Staff Development Days. • Some meetings will be held after school and participants may be reimbursed. • Through SMT Newsletters, PTO Meetings and SMT Meetings, parents are being encouraged to join Cadres.

FOURTEENTH AVENUE

	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: K-4** **Cohort:** **2A** **Model:** **CFL/ALEM** **Implemented: Sept. 2000**	Fourteenth Avenue School adopted Community for Learning/Adaptive Learning Environments Model (CFL/ALEM) in September 2000. We are in year two of implementation. CFL/ALEM Critical Dimensions 1-8 have been implemented in the area of Literacy. Professional development training sessions (on/off site) to improve ways of developing classroom centers and designing leveled materials and individualized instructional prescriptions are on going. New staff members are involved in Pre-implementation Training from Development. DOI (Degree of Implementation) checklists will be conducted to monitor our growth. Technology Coordinator from Fourteenth Avenue School provides instructional and technical support and professional development for the staff on a daily basis. SMT and SMT sub-committees hold monthly meeting to plan and develop effective leadership strategies and current best practices. Faculty and grade level meeting are used for collegial sharing and alignment of the CCCS with CFL/ALEM. In the area of Parent/Community,	Barriers encountered in implementation include the following: • Model inconsistent with the Districts Education Plan • Lack of the effective planning, guidance, instructional and technical support and resources from the model • Limited resources due to budget constraints	Strategies include: • On-site visits from the Model- The developer must be more consistent as a resource and support mechanism in order to provide teachers with more hands- on assistance in implementation strategies. • More effective planning of CFL/ALEM Professional Development Training Sessions as they relate to the Districts Education Plan and the CCCS. • Constant communication between the Developer, Administrator, Facilitator or designate and Technology Coordinator and provide written feedback regarding implementation status. • Increased resources from the Development and the District – The current in-house resources and machines are inadequate for faithful implementation of CFL/ALEM Leveled materials, Prescription Sheets, Work Folders and Centers are major components of the model. In order to improve instruction using the Diagnostic Prescriptive Process of CFL/ALEM , The SMT will continue to attempt to secure necessary materials and items through budget requests and school/district/community resources

FOURTEENTH AVENUE			
Type: **Elementary** **Grade Level: K-4** **Cohort:** **2A** **Model:** **CFL/ALEM** **Implemented: Sept. 2000**	**Status/Comments:** The Parent Liaison in collaboration with the school Guidance Counselor utilizes school Guidance Counselor utilizes school district resources to provide parental support(ex., training sessions and other types of family support). Through on-going needs assessments analyses, the administrator, the SMT and the faculty will continue to monitor, re-evaluate and adjust school programs consistent with the WSR Implementation Plan to help students attain the District's Benchmarks and CCCS.	**Barriers encountered in implementation:** • See Previous Page	**Strategies to Address Barriers:** • See Previous Page

FRANKLIN			
Type: **Elementary** **Grade Level: K-4** **Cohort:** **IIA** **Model: Accelerated Schools Project** **Implemented: 2000**	**Status/Comments:** • Greater degree of authentic material such as storybooks and novels. • Centers visible in some classrooms. • Some teachers are posing higher-level questions so students could make connections across the curriculum. • Some teachers are creating authentic learning experiences as growing plants and checking their growth through math. • Curriculum mapping across grade levels. • Vision needs to be revisited and vision celebration planned. • Cadres need to be working on priorities. • Unity of purpose is strengthened through creative and fun events. • Students are writing about and presenting principles and values on a daily basis.	**Barriers encountered in implementation:** • Not enough student writing evident in halls and classrooms. • Need less focus on fact learning and more on conceptual learning. • More project based learning not evident. • Time for committees to meet and to determine areas to be addressed for inquiry process. • Everyone not contributing to our vision and celebration plan.	**Strategies to Address Barriers:** • Find resources in and out of district to address writing needs. • Continue to offer professional development training that allows teachers to develop concepts. • Encourage teachers to move away from teachers-centered learning by offering examples (coach models sharing among staff) of other practices. • Create project-based learning experiences. • Cadres will explore the "challenge" areas using the Inquiry process. • Encourage the committees/cadres to be "empowered" by making sure that their suggestions are carried out. • Greater reflection and depth discussions during professional development day's grade level team meetings. • Continue use daily announcements to increase consciousness of principals and values. • Conduct ASP workshops for parents as to how to reinforce ASP P&V in the home.

GEORGE WASHINGTON CARVER			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: K-8** **Cohort:** **III** **Model:** **SFA** **Implemented: 1999**	• Individual student progress as measured by eight-week assessment.	• A large number of transient students who test in level O	• Placing students in small settings with numerous support strategies read aloud, family support, Etc.
GATEWAY ACADEMY			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **High School** **Grade Level: 9-12** **Cohort:** **III A** **Model: Coalition of Essential Schools** **Implemented: 2000**	• Gateway Academy has been and continues to move the delineated actions/activities of the WRS Plan. The specified objectives truly consider the needs of Gateway's student population. There will be new considerations in light of current New Jersey Department of Education budget constraints.	• Lack of Coalition of Essential Schools specialized Facilitator • Singular staff subject areas, which creates difficulty for out of building staff development.	• Release of identified individual for current placement to fill facilitator position. • Identification of regular substitutes to allow for consistency of instruction when singular subject area staffs is out to staff development.

GLADYS HILLMAN JONES

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Middle school** **Grade Level:** **7th and 8th** **Cohort:** **II** **Model: Accelerated Schools** **Implemented: Year 3**	Newly elected SMT • Principal • 1 Support Staff • 3 Teachers • 2 Students • 2 Parents • 2 Community • Facilitator-Exofficio Inquiry Process initiated • Cadres/SMT – Sub-committees identified • Schools Climate and Safety Student Management Action Plan developed and implemented Cadre meets regularly to reflect, question, modify and adjust.	• Slow election process • Slow transition- activation of newly elected team • Elected Chairperson unavailable to attend meetings. Based on observations made during a site visit #1: 10/10/01, the Accelerated Schools Progress Report indicated that the inquiry process does not seem to be guided by the school's Vision as well as exemplary middle school practices. All members of the school community didn't seem knowledgeable of exemplary middle school practices, Accelerated Schools Principles and values and many had not participated in the establishment of the "vision" for GHJMMS	• Election process was expedited by Principal and incumbent Chair. SMT election process clarified and outlined for future reference. • Initial SMT meeting(s) attended by both former and newly elected team members. • Possibility that Former Chairperson serves as an alternate or substitute in the absence of the elected chair. • School Vision reviewed and revised to be representative of all present constituencies. • Cadre-Sub-committees will meet regularly and report back to the school during staff development days and or faculty conferences.

Harold Wilson			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Middle School** **Grade Level:** **6-8** **Cohort:** **3A** **Model:** **America's Choice** **Implemented:** **Year I**	• Language Literacy: All components are being utilized. • Math: Implementation is behind schedule. • 25 Book Campaign/Principals Books of the Month: Introduced Work in progress • America's Choice Standards & Overviews: Introduced Teachers meetings held	• Lack of teacher's support • Unavailability of direction in the implementation of math and other content areas • Lack of responsibility of Leadership Team	• Hold weekly teacher meetings that address America's Choice standards and CCCS related to specific content areas • Develop/maintain uniformity in classroom set-up • Accountability of leadership team; specific items need to be addressed

HARRIET TUBMAN			
Type: **Elementary** **Grade Level: K-6** **Cohort:** **3rd** **Model:** **Comer** **Implemented: Sept. 2001- January 31, 2002**	**Status/Comments:** A chairperson's meeting for subcommittees was held by Principal, Facilitator and SMPT chairperson to clarify and direct the implementation of the School Implementation Plan. SPMT Open Forums, Newsletters SPMT/Subcommittees Bulletin Boards are in place to communicate information. Element 4: Regular grade level meetings are held on weekly basis. The staff attends monthly faculty meetings. The following Comer Workshops for the staff: • Subcommittees Training • Team building & Stress management • Comer in the classroom • Facilitator training's I, II, & III. Elements 5: The staff receives computer training during grade level meetings and staff development days, ETTS provides computer training, New computer hardware was installed in the computer lad and weekly training for parents in computer lab. Computers were networked. Students and staff were assigned passwords. Software was installed onto the server. Additional software for non-networked computer has been distributed throughout the primary classrooms.	**Barriers encountered in implementation:** • See Previous page	**Strategies to Address Barriers:** • See Previous page

HARRIET TUBMAN			
Type: **Elementary** **Grade Level: K-6** **Cohort:** **3rd** **Model:** **Comer** **Implemented: Sept. 2001-January 31, 2002**	**Status/Comments:** A chairperson's meeting for subcommittees was held by Principal, Facilitator and SMPT chairperson to clarify and direct the implementation of the School Implementation Plan. SPMT Open Forums, Newsletters SPMT/Subcommittees Bulletin Boards are in place to communicate information. Element 4: Regular grade level meetings are held on weekly basis. The staff attends monthly faculty meetings. The following Comer Workshops for the staff: • Subcommittees Training • Team building & Stress management • Comer in the classroom • Facilitator training's I, II, & III. Elements 5: The staff receives computer training during grade level meetings and staff development days, ETTS provides computer training, New computer hardware was installed in the computer lad and weekly training for parents in computer lab. Computers were networked. Students and staff were assigned passwords. Software was installed onto the server. Additional software for non-networked computer has been distributed throughout the primary classrooms.	**Barriers encountered in implementation:** • See Previous page	**Strategies to Address Barriers:** • See Previous page

HARRIET TUBMAN			
Type: Elementary Grade Level: K-6 Cohort: 3rd Model: Comer Implemented: Sept. 2001-January 31, 2002	**Status/Comments:** Element 6: Grade levels 2&4 are receiving Writer's Workshop Training. Comer training continues at Yale, PIRC central and the NJ Comer Network. Element 7: The school climate committee and the safety committee meet monthly. Students participate in peer mediation. Element 8: The SSST meetings are held weekly. Tri-City Corp. conducts Patient Care Training interviews twice a week. Element 9: Homework Olympics occurs monthly. Students are rewarded medals for the completion of their homework assignments. Homework center is in operation. Students in grades 3&4 utilize the homework center. Monthly attendance is posted.	**Barriers encountered in implementation:** • See Previous page	**Strategies to Address Barriers:** • See Previous page

HARRIET TUBMAN			
Type: **Elementary** **Grade Level: K-6** **Cohort:** **3rd** **Model:** **Comer** **Implemented: Sept. 2001-January 31, 2002**	**Status/Comments:** Element 1 & 2: To date staff development training has been conducted during Staff Development Days. The following activities/programs are in place: • Reading Recovery • Dress Up Day • School Pride Day • After School Programs Staff participated in additional training for Comer at PIRC Central, Atlantic City and Yale University. Staff members were trained to use Comer's Essential of Literacy Program. The following Comer training's were provided for parents and staff: • The Comer Kick-Off • The Comer Holiday Celebration(Subcommittees Workshop) • Comer Classroom Visits • Comer Student/Parent Homework Workshop Career affair Element 3: The SPMT and subcommittees meet on a regular basis to discuss student achievement and implementation of the model.	**Barriers encountered in implementation:** The following barriers encountered in the implementation are time, finances and lack of parent participation	**Strategies to Address Barriers:** Time: We have reorganized the schedules and times for the sub-committees to meet before or after school. Finance Additional funding for Comer training was allocated in the 2002-2003 budget. Approval pending. Parent Participation: Additional training for parents is planned and programs that encourage parent participation.

HAWKINS STREET SCHOOL			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Grade Level:** **K- 8** **Cohort:** **3** **Model: Accelerated School Project** **Implemented:** **9/02-3/02**	• Through the implementation of the ASP model, reflecting on teaching and learning we are maximizing and attainment of NJCCCS through grade level and vertical weekly meetings. • To insure participation of the entire school community in all school levels for effective decision making an effective governance structure with all 9 elements of WSR, maintained by our SMT. • We have aligned and integrated all programs form district and ASP to minimize student performance. • We have integrated technology into instruction resulting in higher levels of student performance. • H.S.S. has been effectively involved in a continuous training process acquired through Staff Development. • The SMT safely cadre, along with staff and community will facilitate, has established a code of conduct.	• District has Never assigned an outside coach to aid in facilitating the ASP Model.	• Request has been submitted to SLT -I

HAWTHORNE			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: K-8** **Cohort:** **3rd Mid Year** **Model:** **SFA** **Implemented: Spring 2001**	• Early Learning, Reading Roots, Reading Wings, and Family support	• Physical space for all curricular areas including tutoring • Student mobility	• Utilized non-traditional space, shared classroom where possible teacher specialists migrated from class to class

JOHN F. KENNEDY

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Special ED **Grade Level: Upgraded** **Cohort:** 2A **Model:** Comer **Implemented: Spring 1999**	90% of elements 1&2 have been completed. 5% are in development stage, 5% deemed not feasible. 99% of Element 3 has been completed 100% of Element 4 has been accomplished. 95% of Element 5 has been accomplished 100% of Element 6 has been completed 90% of Element 7 has been completed	Due to lack of information from developer we chose the Comer balanced Curriculum as part of our plan, upon entering first training Curriculum & Assessment Committee deemed this Curriculum inappropriate due to the way our school is structured. Need for formalized assessment. Lack of internet access in the computer lab has prevented the complete implementation of the Technology Plan. No feedback from Comer developer for onsite visits 10/23 & 1/15 Character Ed Program is not being implemented fully due to Teacher Vacancy. Teacher requested transfer SLT I. SLT I will not release her. Waiting on word from design & construction as to status of our Construction Projects in Element 7	We are dealing with the developer to find something that is better suited to our needs. We are formulating a standardized need assessment. Technology Coordinator has been in touch with Department of instructional Technology and has been informed that in the Spring of 2002 the computer lab at JFK will have internet access through a cable modem. Facilitator has been in contact with developer & developer had not responded. Keeping in touch with design & construction department Character Ed is being done by other teachers in classrooms.

LAFAYETTE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:

Type: **Elem.**
 	
Grade Level: **Pre-K- 8**
 	
Cohort: **II**
 	
Model: **ASP**
 	
Implemented: **1999-2000**
               2000-2001
               2001-2002
	• Implementation as per ASP Tools for Assessing School Progress
	• School Portfolio will reflect collection of materials to include all required data for Summary Analysis
		• External coach not assigned	• Collection of materials/questionnaires, tally sheets, cadre compilations, school improvement, summary and analysis of student achievement

LINCOLN

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: PreK-5** **Cohort:** **2** **Model:** **Comer** **Implemented: Sept. 2001**	• 9-01 – 1-02 No Facilitator	• Unable to implement various aspects of the program without the facilitator.	• Vacancy/Announcement Interview Selection

LOUISE A. SPENCER

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: Pre K-8** **Cohort:** **II** **Model:** **SFA** **Implemented: 9/99** **Model : MathWings implemented 9/01**	• We have reached the District's Benchmark of 50% of all students reading at or above grade level in grades 1,2, and 3. We hope to continue with this benchmark in Grades 3,4, and 5.	• Mobility of student population. • Parental support. • Retraining of new teachers	• Plans are in effect for monthly parent workshops. • Sunshine Club • Volunteer Peer Reading Club.

LUIS MUNOZ MARIN

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Middle school** **Grade Level: 5-8** **Cohort:** **II** **Model: Community for Learning** **Implemented:** **9/99-6/00** **9/00-6/01** **9/01-6/02**	• Over the last three years the Luis Munoz Marin school has shown tremendous progress. • However we are now faced • With a ½ million cut on programs. The state said we needed in 12/2001- But cannot have in 4/2002.	• **None**	

MADISON ELEMENTARY			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Grade Level: Pre K-5** **Cohort:** II **Model:** SFA **Implemented:**	• Continue implementing SFA Roots/Wings. • Writing Wings and Writing from the heart. • Full Implementation of MathWings.	• Effective mentoring of new staff members • Additional training for implementation	• Training videos, grade-level demonstrations observing colleagues in action. • Training sessions have been set up by the administration and trainers • Teachers will be able to observe colleague's level as well as one grade above.

MALCOLM X SHABAZZ

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **High School** **Grade Level:** **9-12** **Cohort:** **II** **Model:** **TDHS** **Implemented:** **Jan. 1999**	• The Staff has completed academy selection. Process for 9th grade students have taken Holland Assessment Program to determine possible academy for 9/02. Academy titles and pathways have been identified. The 9th Grade success academy is fully operational and is greatly improved in regards to attendance and number of students on honor-roll. Our entire Sub-Committees are up and running. We are also in the process of dealing with "Correct Placement of incoming freshmen.	• Get entire school on 4x4 block. • Consistent planning time. • Time on task. • Identify areas of building to locate remainder of academies to best use resources. • Equipment needs to get information to all concerned parties.	• Implement "Teaching in the block/extended class period and strategies Via staff development by the developer TDHS. • Implement a plan to ensure that a schedule is planned and followed that will allow ample working time. • Develop and utilize SLC with team leaders and focus on the same structure throughout entire school. • Teams work closely with facilitators on WSR Plan • Sub-committees to meet on a regular bases to seek solutions and input from all parties. • Working closely with principals of feeder schools. Facilitators will visit with administrators/ guidance personnel.

MAPLE AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: K-9** **Cohort:** **III** **Model:** **SFA** **Implemented: 9/00**	• Year two of SFA Reading.	• Prime factor lots of prep time • Component meetings take away from class time. • Placing schedule doesn't work w/ special needs students, doesn't address uniqueness. • Space limitations. • Personnel – class size too large not enough tutors. • Marginal assistance from developer, haven't modeled a promised	• Teachers arrive early prepare lunchtime, after school. • Limit time for meetings • Break down lesson into smaller clutters. Monitor and adjust. • Taken out of science lab, staff room, parent room, media center. • SFA trained only once this year. • Facilitators, Teachers visit with each other.

MCKINLEY

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level: Pre K-6** **Cohort:** **IIA** **Model: Accelerated Schools program** **Implemented: 9/00**	• Soon to be over populated • Two new Pre-School Handicapped classes have been added to our school • Cohort 2A • Model Accelerated Schools • Active Status	• Limited resources • Increased class size-Limited supplies and equipment • None • Unfamiliar Procedures • None this year	• Increase student teacher ratio. • Decrease student teacher ratio, purchase sufficient amount of equipment and supplies. • WSR training • Manuals supplied to all staff members • Not applicable

MILLER STREET			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: Pre K-5** **Cohort:** **II** **Model:** **SFA/MathWings** **Implemented:** **MathWIngs SY 2001-2002** **SFA SY 1999-2000**	• MathWings is being implemented in all classes. K-5 • At this point Miller has no Older Roots classes. • At the latest 8-week assessment, 181 students moved up.	• Each year, since the initial SFA implementation Miller Street has had a large number of new teachers. Therefore, Staff Development/Training is the barrier to WSR Model implementation.	• In-house staff development. • In-class support by SFA and MathWIngs Facilitators. • Developer in-service. • Peer coaching • District Training

DR. MARTIN LUTHER KING, JR. SCHOOL

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: E **Grade Level:** K – 8 **Cohort:** 2ND Cohort **Model:** CFL **Implemented:** Sept. 2000	• Implementation of next Level of CFL/ ALEM was very slow and several teachers have not been properly trained. • Veteran teacher (3 years of CFL) will implement ALEM in all content areas (Lit., Math, Soc. Studies, Science, Health & Safety). • School wide scores on D.O.I. up 52% (99-00) 63% (00-01).	• Did you have a developer in the building – developer left in the middle of the year. • Facilitator not in building (out for injury). • None	• Reassigned a CFL Developer – Robert Becker. • Have mentors for new teachers. Mentors will be teachers who scored high in their D.O.I. (80% or above). • Facilitator returned in December. • Constant check of • Check of prescription sheets by administration. Facilitator continue monitoring D.O.I.

MONTGOMERY

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **High School** **Grade Level: 9-12** **Cohort:** **IIA** **Model: Community for Learning** **Implemented: Jan. 2002**	Newark/NUA Project Projected goals for the year • Helping students acquire the habit of reading and writing. • Guiding students to focus on vocabulary and concepts. • Development and refining Students' comprehension abilities Community for Learning and the Advanced Technologies for Learning Laboratory will conduct training to enhance implementation of adaptive education. The training will focus on integrating technology with adaptive learning practices.	• None	Veteran Teachers • 1 training session to add to repertoire • 1-2 sessions – demonstration lessons to build on to repertoire • Guided practice New Teachers • 2 training sessions • 3 demonstration session lessons to display new repertoire. **The training will take place at Montgomery Academy February 21, 2002**

MORTON			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **M** **Grade Level:** **5- 8** **Cohort:** **3-A Cohort** **Model:** **America's Choice** **Implemented:** **Sept. 2001**	Consistency Management and Cooperative Discipline • Our goals for the year were 100% implementation of strategies by teachers and staff • Centralized discipline referral system to parents	• Not all teachers have embraced CMCD • Time constraints • Lack of communication between teachers	• Continue support of teachers lagging behind • Allow time for teachers to meet during staff meetings
MT. VERNON			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: PreK-5** **Cohort:** **2A** **Model:** **Accelerated** **Implemented: Sept. 2001**	Accelerated Schools Project has worked well at Mount Vernon. Our facilitator did several workshops with teachers during the past year. We also provided training for parents during the day as well as in the evening.	• Initially Implementation was great; however, lime restraints, the hiring of several new teachers and not enough scheduled time to train them has left them with lack of understanding of the components of the model. • Veteran Staff members, due to time constraints, have a limited understanding of the Powerful Learning Component. • Administrators did not regularly attend training provided by the Developer; therefore they could not effectively supportive teachers according to the model.	• Facilitator is planning after-school training for all staff. • Facilitator is planning day and evening workshops for staff and parents. • We have included for a second time possible fifth preparation period designated solely for Accelerated Schools training. Grade level meetings are presently divided between District notes and Accelerated Schools training. • Have administrators attend training for administrators during a portion of their Administrator's meetings.

NEWTON STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: E **Grade Level:** k-8 **Cohort:** 3rd Cohort **Model:** SFA **Implemented:** Sept. 2001	• Testing indicates grade 1 and 4 at or above 50% passing. • First assessment shows increase passing rate in grades 2,3, and 5, but a slight decrease in grades 1 and 4. • Second assessment indicates a slight increase for grades 2 and 4.	• None	• N/A

RAFAEL HERNANDEZ

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Elementary **Grade Level:** PreK-8 **Cohort:** III **Model:** America's Choice **Implemented:** 9/00- Present	• Have implemented America's Choice " Writer's Workshop". • Presently, introducing America's Choice " Readers Workshop" & "Math Workshop".	• Teachers sometimes lack materials such as America's Choice " Standards Books". • Lack of familiarity with the design is causing implementation to be slow. • Time constraints are a problem. • Scheduling Teacher Training Sessions is challenging	• We have taken inventory and have ordered the necessary materials. • Staff Development has been prepared to familiarize the teachers with all of the components of the America's Choice model. • In the process of analyzing scheduling conflicts and recommending a solution.

RIDGE STREET			
Principles & Values as well as the topics of Group Dynamics, Group Roles and Consensus on May 11 and 12, Days III and IV training introduced Powerful Learning, High Expectations and Group Dynamics – Creating Meaning. Facilitated by our two coaches, turnkey training sessions were presented to our staff (SMT) on April 11, 2000. "Do you Know Your Fellow Team Members?" – encompassing the three Values and Principles of the ASP. Unity of Purpose, Empowerment Coupled with Responsibility, and Building on Strengths. A second Staff Development session was presented on June 6, 2000, "Whom To Leave Behind?" – managing group roles and surviving consensus. On August 17-18, 2000, the same five-member team attended Columbia for ASP Training Encompassing Powerful Learning – Revisited and Introduction to Taking Stock. On September 5, 2000, our two coaches presented workshops on Powerful Learning, the three Values & Principals of ASP, Group Dynamics and Reflection. September 19, 2000, brought us to Columbia to learn about the Role of the Coach, the Grade	**Status/Comments:** • Change, ASP Principals & Values, Journals, Murals, & Powerful Learning, Theme Lessons Development of which our coaches provided staff turn-key training on September 5, October 23 and October 25, 2001- The Inquiry Process and Cadres. • ASP made a site visit on October 29, 2001 and January 31, 2002 – many positive comments on implementation were stated by the ASP teams of three. During 2001-2002, all ASP schools will meet monthly, one-two days. Topics: • Inquiry • Powerful Learning • Governance • Remaining Challenge • Student Achievement • Reflection	**Barriers encountered in implementation:** • Look on Previous Page	**Strategies to Address Barriers:** • Look on Previous Page

RIDGE STREET			
Level Team Process and Fishbowl. On September 21, 2000, we presented a Powerful Learning Workshop entitled, "Profiles in Trash," the objective was discover the commonality of the subjects and how our background of learning experiences influences our perceptions. Our evidence of implementation to date includes agendas, meeting, minutes, debriefing, reflections, and photographs of presentations, submitted to ASP.	**Status/Comments:** Our ASP Coaches have presented the following Staff Development in 2002: • January 15-16: Powerful Learning, ASP Principles & Values, Thematic Units, the Writing Process. • February 20-21: Powerful Learning Mathematics, Applying Standards, Character Education, and Interdisciplinary Thematic Units. • We have completed Taking Stock, Setting Priorities, Revisiting Vision and Forming Four Cadres and continue with Grade Level Meeting Implementing Powerful Learning Units, as a prelude to improving student achievement.	**Barriers encountered in implementation:** • Look on Previous Page	**Strategies to Address Barriers:** • Look on Previous Page

RIDGE STREET			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **Elementary** **Grade Level: K-8** **Cohort:** **IIA** **Model: Accelerated Schools Project** **Implemented: Sept. 2000** **Accelerated Schools Project Training for Ridge Street School (Cohort 2A) began on March 27 at Columbia University. Topic: Introduced to Accelerated Schools, The Complexity of the Change Project with debriefing and reflection. Our principal, two facilitators, and staff developers participated. On March 28, 2000 ASP presented an introduction to ASP:**	During the 2000-2001 school year, our coaches were able to provide turnkey Staff & Parent Training in: • ASP Principles & Values • Powerful Learning • Taking Stock • Forgoing Vision • Multiple Intelligence • Group Dynamics Evidence of Implementation include Monthly Reports submitted to ASP: • All training Agenda Materials • Minutes from Grade Level Meetings • Taking Stock Survey Questions • Vision Action Plan for Vision Celebration • Coaches' Reflections ASP training for coaches were held on August 6-10, 2001. Topics included:	None. With full support from ASP, our SLT IV Assistant Superintendent Administration, Staff, students, parents, and Community, our coaches were able to facilitate implementation with no barriers.	

ROBERTO CLEMENTE			
Type: **Elementary** **Grade Level: PreK-4** **Cohort: II A** **Model: SFA** **Implemented:** **Began Sept. 2000 to Present time**	**Status/Comments:** • Second Year of implementation. Everything is in place.	**Barriers encountered in implementation:** • Training of substitutes and new personnel.	**Strategies to Address Barriers:** • Scheduled staff development by SFA and Facilitator.

ROSEVILLE AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Elementary **Grade Level: K-4** **Cohort: IIA** **Model: Accelerated Schools Project** **Implemented: 9/02** **ASP training for coaches/new teachers was held August 6-10, 2001 at Teachers College, Colombia University, N.Y. Facilitator and new teacher Attended.** **During 2001-2002, all ASP Schools will meet monthly, one two days. Topics:** • Inquiry • Powerful Learning • Governance • Remaining Challenge • Student Achievement • Reflection	Taking Stock and tabulation of surveys has been completed June 2001. Technology, Student Performance, Access to (in-school) Library Books and Safety were found to be priority areas of need. Training for parents and staff had been provided in the following areas from Sept., 2001- February, 2002: • SMT Elections • ASP Principals and Values • Powerful Learning: UMDNJ Nutrition Program • UMDNJ Anger Management • ESPA Preparation with Sample Question Booklets given to parents • UMDNJ Asthma Workshop Training for staff included; • Gardener's Multiple Intelligence's with survey for teachers/students • Technology: Roosevelt's Website • Powerful Learning in Technology: E-mail address and "Inspiration" Program	• As per ASP site visit report, more writing displayed, but it varied in elements/levels of Powerful Learning. • Need to set high expectations for students, faculty, staff and parents. • Grade Level Teams working on organization/logistical Level, rather than on transforming the curriculum. • Financial Difficulties • No support from PIRC North except during budget writing.	• More writing has taken place through dialogue journal writing, the novel initiative, picture prompt and narrative writing assessments, and "progressive writing walls". • School-wide writing has increased due to ASP Principles/Values of parent/community involvement: • Technology/Science Laboratory for students/staff/parents through partnership with West Ward Cultural Center. • More school wide projects to be initiated like "Holiday Sing-A-Long" at Presbyterian Church and "Read Across America". • More cross-curricular lessons planned at GLM's using technology-science laboratory • Same-done in November, 2001

SAMUEL L. BERLINER

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: E **Grade Level:** Special ED **Cohort:** 2A **Model:** Comer **Implemented:** Sept. 2001	• Schedule has been aliened to allow common preparatory time for the SPMT • The Principal and three staff are scheduled for Comer 101 training in April and May 2002. • Ongoing WSR staffs Development on District Staff Development Days. • A Central reporting system bulletin board has been placed in the main office where the entire school community can gain easy access regarding SPMT/ Subcommittee updates. • The Facilitator and the SPMT Chairperson have completed Comer 101 and 102 training • The Parent Facilitator and a teacher will be going for Comer 102 training in May.	• **See previous page**	• **See previous page**

SAMUEL L. BERLINER			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: E **Grade Level:** Special ED **Cohort:** 2A **Model:** Comer **Implemented:** Sept. 2001	• Schedule has been aliened to allow common preparatory time for the SPMT • The Principal and three staff are scheduled for Comer 101 training in April and May 2002. • Ongoing WSR staffs Development on District Staff Development Days. • A Central reporting system bulletin board has been placed in the main office where the entire school community can gain easy access regarding SPMT/ Subcommittee updates. • The Facilitator and the SPMT Chairperson have completed Comer 101 and 102 training • The Parent Facilitator and a teacher will be going for Comer 102 training in May.	• **See previous page**	• **See previous page**

SCIENCE HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **High School** **Grade Level:** **9-12** **Cohort:** **III(A)** **Model:** **Alternative** **Implemented:** **Jan. 2002**	• Ninth grade curriculum revisions from the Incentive Grant are in place. Curriculum committee has common prep time and meets twice a week to revise activities and monitor progress. • The Health and Family services committee has begun work on the development of a student handbook. • The ninth grade technology program is in revision. Goals and objectives relate to the use of information technology as a tool for research. • A PBL activity for the ninth grade has been developed which is interdisciplinary in focus. This will be instituted in cycle 4 for all ninth grades. • Formalized writing program for ninth grade introduced via 3 days of staff development form CEA associates during summer curriculum writing.	• Institutional membership in ASCD for staff from Incentive Grant has not been granted as district is on credit hold with this organization. Materials were to provide a resource for staff related to reform efforts and to engage staff in the PBL net program.	• Awaiting response from Accounts Payable regarding status of membership for staff from ASCD's Educational Leadership magazine as it relates to aspects of our reform efforts.

SOUTH 17TH STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type:　　Elementary Grade Level: PreK-5 Cohort:　　2A Model:　　Accelerated Implemented: 2000	• Taking Stock – completed • Create a vision – completed • Vision Celebration – date set, planning stages of celebration • Cadre Meetings • Powerful Learning	• Some cadres have met others having difficulty-scheduling day/time for majority of members. • Some teachers understand and implementing • Others still need to internalize 5 components of Powerful Learning. • Some need to be made aware that they have included some or 5 components in their lessons.	• Continue to meet with chairpersons to have them report outcomes of cadre meetings. • Use videos and in house lessons to discuss and identify components of powerful learning lessons

SOUTH STREET SCHOOL

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type:　　E 　Grade Level:　K-5 Cohort:　　2A Model:　　Comer Implemented:　Feb. 2001	• Planning day for all grades to align curriculum to NJCCS and Comer Development Pathways is scheduled	• None	• None

SPEEDWAY AVENUE			
Type: **Elementary** **Grade Level: K-4** **Cohort:** **2ND** **Model:** **SFA** **Implemented: 1999**	**Status/Comments:** • SMT is functioning satisfactory. Continue to conduct community Awareness sessions as per SFA WSR model and Implementation Plan.	**Barriers encountered in implementation:** • Lack of parental participation on SMT and Sub-committees meetings. Sub-committees referrals to SMT.	**Strategies to Address Barriers:** • Hold a parent constituent election to gain parents to serve on team as needed. March 21, 2002 is the date slated for parent election. Continue to increase communications of meeting dates and phone tree. Collect times and location for SMT business i.e. forums, activities and etc. Hold a p.m. meeting at Bradley Court Library 5:30-6:30p.m. Place dates on Cable 26. Submission of subcommittees minutes agendas and attendance.

SUSSEX AVENUE			
Type: **Grade Level: Pre K-8** **Cohort: III** **Model: SFA** **Implemented: 9/00**	**Status/Comments:** • SFA Model • CMCD • Personnel Vacancies	**Barriers encountered in implementation:** • CMCD strategies are not being fully practiced throughout the building • Music teacher • Security Guard • SFA/tutor • Math Wings Facilitator • Guidance Counselor	**Strategies to Address Barriers:** • Grade Level Meeting. • Facilitator meets with the administration to address the barriers. • Facilitator demo's practices in the classroom • Job Fair interviews on February 23, 2002
TECHNOLOGY			
Type: High School **Grade Level: 9-12** **Cohort: III(A)** **Model: Co-nect** **Implemented: Sept. 2001**	**Status/Comments:** • Implementation of Co-nect was begun in September of 2001. We have found that the support and staff development from Co-nect addresses the model and our needs. The staff had begun implementing project-based learning into our curriculum. Our first Project Fair is scheduled to be held April 30, 2002.	**Barriers encountered in implementation:** • **NONE**	**Strategies to Address Barriers:** • **NONE**

UNIVERSITY HIGH			
	Status/Comments:	**Barriers encountered in implementation:**	**Strategies to Address Barriers:**
Type: **High School** **Grade Level:** **9-12** **Cohort:** **III(A)** **Model:** **Alternative** **Implemented:** **July. 2002**	• In the fall of 2001 with encouragement from the District and the NJDOE University High School was granted permission to write its own alternative model of WSR. That task was completed in timely manner. The NJDOE WSR visiting team spent a day at the school reviewing all components of the design and the application. Their decision was to unanimously approve the model.	• The next phase of WSR was to construct a zero based to adequately fund all the approved components of alternative model. That task was also completed within the timeframe established by the State. The barrier that has emerged is the Newark Public School's under-funding of the alternative model design. This decision compromised the NJ Department of Education's vote to approve the alternative model design in its entirety and jeopardizes the full implementation of the model inclusive of the State recommendations.	• The Principal and SMT have made their case to the district and the NJDOE for sufficient funding for the implementation of the alternative model design. The decision not to adequately fund the alternative model design has been appealed.

VAILSBURG MIDDLE			
Type: **Middle school** **Grade Level: 6-8** **Cohort:** **Mid Year 3rd** **Model: America's Choice School Design** **Implemented: First year of implementation September 2001**	**Status/Comments:** This is the first year of the implementation: 6. The following staff received staff development August 2001 • Principal • Vice Principal • Literacy Coach • Math Coach • SMT Chair • Grade 8 Literacy teacher • Parent Liaison 7. One model Literacy Class has been established, as well as a demonstration class. 8. One model math class and demonstration class has been established. 9. The school has embarked upon the "25 Book Campaign." 10. The Principal's Book of the Month has also been implemented.	**Barriers encountered in implementation:** • The major problem encountered was the timely scoring of the Assessments in order to make necessary adjustments to the instructional program. • The cost factors for the purchase of the classroom libraries proved to be too expensive.	**Strategies to Address Barriers:** • The issue of scoring of the Performance Assessments has to be resolved at the district level. • The school has decided to use a phase-in process to ensure that classes have libraries. • Students, parents and different community organizations may donate books to help establish class libraries.

WARREN STREET

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Grade Level:** Pre-K-8 **Cohort:** 2A **Model:** SFA **Implemented:** 3Rd year	• 3Rd year implementation of Reading Roots, Reading Wings and Early Learning • 1 year implementation of MathWings and Curiosity • 1 year implementation with 4 teacher tutors • All staff in Grades pre-K-5th have been trained in the model	• 3yr Year of implementation with brand new teachers and all staff development days are given to MathWings • MathWings pacing is too fast because students do not have prior knowledge • Curiosity Corners' themes are only 1 week long. By the time students get into the theme, it is over	• New teachers are given in house training by facilitator during component level meetings • Community tutors are assisting students in math Correct implementation will assure that the skills were taught in previous grade • Use prior SFA teachers guides to enhance learning centers

WEEQUAHIC HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Secondary **Grade Level:** 9-12 **Cohort:** 3A **Model:** Talent Development **Implemented:** Not Presently	• Weequahic is in its planning year. Presently we are on track for implementation in the 2002-2003 School Year.	• **None encountered**	

WEST KINNEY HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Alternative High School **Grade Level: 8-12** **Cohort: IIIA** **Model: Coalition of Essential Schools** **Implemented: May, 2001**	• July and August SMT worked with CES coach with support of Dept of Alt. Ed. School To Careers, SLT II and Office of State Superintendent to develop a shared mission and implementation plan for 2001-02. After CES Training and district guided staff development work was presented to representatives of the of these district offices. Plan was marginally implemented at school level as result of three changes in school leadership.	• School leadership changed four times from July 2001 to January 2002. Radical changes in SMT membership and leadership resulted after election of new members. WSR Model coach was reassigned and WSR facilitator was out due to injury and surgery until February.	• Stability is returning with consistent leadership. CES had reassigned original coach in addition to new coach. WSR facilitator is actively is engaged in developing strategies to implement components of the plan that can be accomplished by June 2002. Professional development for key school leaders is in progress. WSR Elements, specifically #s 1,4,6 & 7, aligned with CES Guiding Principals are driving our implementation efforts.

WEST SIDE HIGH

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: Comprehensive H.S. **Grade Level: 9-12** **Cohort: III** **Model: Talent Development** **Implemented: Planning Year**	• Review statewide assessment and consult with TD developer to plan necessary strategies. • Plan implementation of the TD model by forming TDHS Planning Committee. • Additional staff and extensive facilitates redesign must be completed in order to implement the WSR plan. The physical plant must be renovated to create more classroom space. • TD will provide professional development for teachers, esp. those who will be teaching in the Freshman Academy • Class Reduction. WSR requires that class size be reduced from 35:1 (currently) to 24:1 (projection for 2002-2003). • Create small learning communities that will become the basis/support for Career Academics	• Td organized facilitator was very helpful in writing the Implementation Plan to accompany the budget document, however, we realized that the existing staffing levels and facility were not sufficient to support TD model as designed. • There is not enough classroom space to accommodate the class Reduction Plan. • Identify staff that are willing to work on the planning of Advisories, Career Academies and Smaller Learning Communities.	• Met with Superintendent Bolden to discuss solutions to the facilities issue. In addition, one of our community partners began to become actively involved with identifying off-site locations for the Ninth Grade Success Academy. • Identify off-site location for Success Academy. Discuss the use of on/off-site classroom modules. • Continue to use the SLC committee to help formulate ideas and strategies for Career Academies and Advisories.

WILLIAM BROWN ACADEMY MIDDLE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Middle School** **Grade Level: 6-8** **Cohort:** **II** **Model:** **SFA** **Implemented: Third year**	• 2001-2002 2nd Year • Implementing the SFA Middle School Pilot. Ninety eight percent of students have demonstrated improvement in reading.	• None	• N/A •

WILSON AVENUE

	Status/Comments:	Barriers encountered in implementation:	Strategies to Address Barriers:
Type: **Elementary** **Grade Level:** **Pre-K-8** **Cohort:** **II** **Model:** **Accelerated** **Implemented:** **Sept. 1999**	• We plan to facilitate training sessions for all teachers • Support and encourage use of the Powerful Learning components in lessons • Keep avenues of communication open between SAW, parents and community	• New staff members making up 14% of the faculty • Class size	• Workshops and modeling of ASP Philosophy and values • Powerful Learning lessons in service • Continue to send faculty members to monthly ASP workshops • Team teaching • 2 tutors for ESPA/GEPA • 1 Technology tutor

B. Early Childhood Service Goals

Early Childhood Plan

2001-2002

Three-And Four-Year Old Summary:

Eligible Number of Preschoolers in Newark: *7,454*

Total Number of Four-Year-Olds in District: 619
Number of Three-Year-Old Preschool Disabled Students in District: 59
Number of Four-Year-Old Preschool Disabled Students in District: 175
Total Number of In-district Preschool Students: *953*
Four-Year-Olds in DHS Licensed Facilities: 2,001
Three-Year-Olds in DHS Licensed Facilities: 1,659
Total Number of Preschoolers in DHS Licensed Facilities   *3,660*

Total Number of Preschoolers Served   *4,513*

Waivers Requested: In District: 0
                          DHS Licensed Providers: 9

Number of P-3 Certified Staff: In District: 44
     DHS Licensed Providers: 9 grandfathered (3 elementary and 6 nursery school
       certificates)
     Currently, 64 staff members are enrolled in the Provisional Teacher Program

District Strategies to Promote Timely Certification of Teaching Staff:
-              Tracking progress of teachers enrolled in P-3 courses
-              Partnership with Kean University to provide courses in Newark

Obstacles to Implementation:
-              Rapid increase in the number of classes
-              Difficulty obtaining accurate records from centers
-              Time constraint

FIVE-YEAR-OLD SUMMARY:

Total Number of Five-Year-Olds in District: 3,090   2001-02 Goal: 3,642
   (100 students in self-contained special education classes)

C. Class Size Reduction School-by-School Summary

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APPENDIX C

Class Size Reduction (CSR) School-by-School Summary

(Secondary Schools)

SCHOOL	FUNCTIONAL CAPACITY*	SCHOOL ENROLLMENT (as of 10/15/01)	OVER-SUBSCRIPTION YES	NO	ACTIONS TO ADDRESS OVER-SUBSCRIPTION
Arts High	817	522		•	
Barringer	1650	1776	•		**Barringer High School** ➤ Overcrowding by 125 students 2001-02 added extra periods at beginning and end of day. Teachers and students schedules staggered to accommodate additional periods. Additional drafting for 2002-03 due to implementation of 9th grade T.D.H.S. Success Academy.
Central High	1202	502		•	
East Side High	1477	1438		•	
Malcolm X Shabazz	1423	1160		•	
Montgomery High	357	217		•	**Science High School**
Science High	446	548	•		➤ New Building to replace school-projected completion 2005.
Technology High	715	634		•	
University High	864	496		•	**Weequahic High School**
Weequahic High	786	935	•		➤ Projected enrollment of 160 students. Implementation Of 9th grade T.D.H.S. Success Academy with block schedule may address overcrowding.
West Kinney	625	275		•	**West Side High School**
West Side High	868	1176	•		➤ Projected 9th grade enrollment is 580 students for 2002-03. External building to house 9th grade T.D.H.S. Success Academy. Renovation and additions to present school moved to phase I of master facilities plan.

*Per NJDOE/Approved District Long-Range Facilities Management Plan

D. School-by-School SMT Status Report

APPENDIX D
School Management Team (SMT) Status
School Management Team (SMT) Status

SCHOOL/SMT:	18th Avenue		
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No		
Representation Conforms to Code?	☐ Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Abington Avenue		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes **X** No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Alexander Street		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**

Personnel Authority?	**X** Yes ☐No	SMT Team voted not to approve the budget.	
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:	**Arts High**		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No	• None	• The AHS SMT did not vote to have authority in these areas: Budget Personnel. However the Principal regularly up dates the SMT in these two areas and offers recommendations and input that is always well received.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	Avon Avenue		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	None	
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		
SCHOOL/SMT:	Barringer High		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	• None	
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	Belmont Runyon			
Budget Authority?	**X** Yes ☐No		**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No			
Representation Conforms to Code?	**X** Yes ☐No			
Professional Development Opportunities?	**X** Yes ☐No			
Required Positions Filled:				
Technology?	**X** Yes ☐ No	☐ N/A		
Dropout Prevention?	☐Yes ☐No	**X** N/A		
Library Media?	**X** Yes ☐ No	☐ N/A		
Health and Social Services?	**X** Yes ☐No	☐N/A		
SCHOOL/SMT:	Boylan Street			
Budget Authority?	**X** Yes ☐No		**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		• Encourage everyone on Personnel Committee to obtain training. No training	• Personnel Training completed 2-15-02.
Representation Conforms to Code?	**X** Yes ☐No			• Hold parent constituent
Professional Development Opportunities?	**X** Yes ☐No			

Required Positions Filled:		dates were rec'd prior to recent dates 01-02 thru 02-02. Review parent involvement on SMT.	election in March.
Technology?	X Yes ☐ No ☐ N/A		• Have members clearly identify their use of credits in their PIPS.
Dropout Prevention?	☐ Yes ☐ No ☐ N/A	• Personnel-Sub-members can use meetings times as part of the time allotted for Professional Development credit if incorporated into master schedule for the school.	
Library Media?	☐ Yes ☐ No ☐ N/A		• Plan agenda and time for this portion of training
Health and Social Services?	X Yes ☐ No ☐ N/A		
		• Plan sub-meetings during Staff Development	

SCHOOL/SMT: Bragaw Avenue			
Budget Authority?	X Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes X No		We have a full time nurse and WSR Social worker, but the Health and Social Services Coordinator position is not in our budget this year.
Representation Conforms to Code?	X Yes ☐ No		
Professional Development Opportunities?	X Yes ☐ No		
Required Positions Filled:			
Technology?	X Yes ☐ No ☐ N/A		
Dropout Prevention?	X Yes ☐ No ☐ N/A		
Library Media?	X Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No X N/A		

SCHOOL/SMT: Roseville Avenue			
Budget Authority?	☐ Yes X No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes X No		SMT voted not to participate in budget or personnel.
Representation Conforms to Code?	X Yes ☐ No		

Professional Development Opportunities?	**X** Yes ☐No	
Required Positions Filled:		School is K-5. No dropout prevention or health & social services personnel are required.

Library media specialist is not required since the school has no library and has filed for a waiver with the state. |
Technology?	**X** Yes ☐ No ☐N/A	
Dropout Prevention?	☐Yes ☐No **X** N/A	
Library Media?	☐Yes ☐ No **X** N/A	
Health and Social Services?	☐Yes ☐No **X** N/A	

SCHOOL/SMT:	**Broadway Elementary**

		Obstacles to Implementation:	**Corrective Action (if applicable):**
Budget Authority?	**X** Yes ☐No	Representation for parents in place but parent doesn't attend meetings.	Review bylaws for solution. Possible replacement of parent.
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No	Prof. Dev provided for chairs only Entire Team would benefit. Chair turnkey's info but assistance w/plan monitoring process needed.	Collaborate w/SMT supervisor to schedule profess. Dev. times for team w/outside consultant other than chair.
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

		SCHOOL/SMT: Bruce Street	
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Parents are sometimes in consistent, depending upon the life issues. Significant community involvement remains a challenge.	Patience and continued indication of our need for their input.
Representation Conforms to Code?	☐Yes **X** No		
Professional Development Opportunities?	☐Yes **X** No		Need a good brainstorming session regarding how to reach this population.
Required Positions Filled:		Staff development Days are devoted solely to "micro" training. Our other professional development needs range from behavioral concerns to medical and other academic issues where new approaches/strategies need to be ignited.	We are still talking about our needs. We would like to begin to actually Do Something!
Technology?	☐Yes ☐ No **X** N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	☐Yes ☐ No **X** N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

		SCHOOL/SMT: Burnet Street	
Budget Authority?	**X**Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X**Yes ☐ No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes **X** No **X**N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes **X** No **X**N/A		

SCHOOL/SMT:	Camden Middle		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes **X** No	Maintaining parents on the team continues to be a major challenge to our SMT.	The PTA has authorized usage of our parent volunteers as alternatives.
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:		None	The parent and student alternatives need to be trained.
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐ No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐ No ☐ N/A		
SCHOOL/SMT:	**Camden Street**		
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	**George Washington Carver**		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No	2 Parents not Trained	Two Parents will be trained on next training date.
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		
SCHOOL/SMT:	**Central High**		
Budget Authority?	**X** Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes **X** No	• None	
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐ No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐ No ☐ N/A		

SCHOOL/SMT:	Chancellor Avenue Annex		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	The only obstacle to implementation was the scheduling of subcommittees.	The Subcommittees meet once a month during faculty meeting time.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		
SCHOOL/SMT:	Chancellor Avenue		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	A student representative is need on the team. Students that are interested have scheduling conflicts due to extra curricular activities.	Meeting dates & times will be changed to accommodate student schedules.
Representation Conforms to Code?	☐Yes **X** No		
Professional Development Opportunities?	**X** Yes ☐No		Not budgeted N/A
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes **X** No ☐N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	Cleveland		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Obstacles to implementation:	All positions were filled by September 2001.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐ No	Vacant SFA tutor positions.	Elections were held and all expired positions were filled.
Required Positions Filled:		Whole School Reform Social Worker is a vacant new position.	
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A	Communities in Schools Coordinator position were vacant.	
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No **X** N/A	SMT member terns had expired	

SCHOOL/SMT:	Clinton Avenue		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Consistent Parent participation	SPMT members assigned to one on one contact with parents who sit on SPMT
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:	Dayton Street		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	☐ Yes **X** No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Dr. E. Alma Flagg		
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No	Teacher turnover 31%	• Teacher incentives and rewards Professional development is content areas and instructional strategies
Representation Conforms to Code?	**X** Yes ☐ No	Inexperienced teachers	
Professional Development Opportunities?	**X** Yes ☐ No	New principal (year 2)	
Required Positions Filled:		Skeleton Staff (year 1)	• CES training for administrators and teachers
Technology?	**X** Yes ☐ No ☐ N/A	Large class sizes	• Increased staff as per Whole School Reform
Dropout Prevention?	☐ Yes ☐ No **X** N/A	High student mobility rate	• Reduce class size as per Abbott Ruling
Library Media?	**X** Yes ☐ No ☐ N/A		• Assign tutors to work with students
Health and Social Services?	**X** Yes ☐ No ☐ N/A		• Unitize health and social services to students and parents
			• Provides with linkage to social programs

SCHOOL/SMT: Dr. William H. Horton

		Obstacles to Implementation:	Corrective Action (if applicable):
Budget Authority?	**X** Yes ☐No		
Personnel Authority?	**X** Yes ☐No	• 10 of 12 new members have been trained.	• Additional training sessions, convenient to 2 new members who have been trained, have been scheduled.
Representation Conforms to Code?	**X** Yes ☐No	• Budget and Personnel Subcommittee members have not been trained.	
Professional Development Opportunities?	**X** Yes ☐No	• Young inexperienced staff members.	• Obtain training schedule in a timely manner.
Required Positions Filled:			• Continue to provide training for non-tenured teachers.
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:		East Side High	
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	• No training dates have been offered for Budget Authority.	• Three more staff members attended training in February.
Representation Conforms to Code?	**X** Yes ☐No	• Administrative unwilling to allow several staff members to leave the building at the same time. (Class Coverage Concerns)	• Offer translators for parent/students interested in participating
Professional Development Opportunities?	**X** Yes ☐No		• Offer evening meetings.
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A	• Language barriers for parents. Work schedules of parents and students.	
Library Media?	**X** Yes ☐ No ☐ N/A	• Limited dates offered for SMT training.	
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:		Elliott Street	
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Lack of physical space	Created classrooms but more needed
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No	More time needed in school day	None but open to suggestions
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	☐Yes ☐ No **X** N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:	Harriet Tubman		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		
SCHOOL/SMT:	First Avenue		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No	1. All positions filled.	
Representation Conforms to Code?	**X** Yes ☐No	2. All members trained.	
Professional Development Opportunities?	**X** Yes ☐No	3. Accelerated Schools	

Required Positions Filled:
 	
   Technology?   **X** Yes ☐ No ☐ N/A
 	
   Dropout Prevention?   ☐ Yes **X** No **X** N/A
 	
   Library Media?   **X** Yes ☐ No ☐ N/A
 	
   Health and Social Services? **X** Yes ☐ No ☐ N/A
	Project being implemented in a timely fashion.
	4. Cadres formed in January 2002.
	5. Staff given extensive staff development in Powerful learning strategies and techniques at grade level meetings, on Staff Development Days, and at monthly meetings hosted by ASP staff.	

SCHOOL/SMT: Fourteenth Ave.		
Budget Authority? **X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority? ☐ Yes **X** No		
Representation Conforms to Code? ☐ Yes **X** No	• No Community Representation	Extend outreach efforts in an attempt to recruit community representation-
Professional Development Opportunities? **X** Yes ☐ No	• No new members	

Required Positions Filled: Technology? **X** Yes ☐ No ☐ N/A Dropout Prevention? ☐ Yes ☐ No **X** N/A Library Media? ☐ Yes **X** No ☐ N/A Health and Social Services? ☐ Yes ☐ No **X** N/A	• Budget subcommittee members trained • Certified personnel	• On-going communication with PTO and Parent Liaison • Parent Liaison, Guidance Counselor and WSR Social Worker solicit community organizations, community agencies, local fire department, • Local restaurants and clergy • Collaborate with other stakeholders for prospective candidates • Solicit on-going support from SLT-V SMT Supervisor and SLT/District • On-going recruitment of certified personnel

SCHOOL/SMT:	Benjamin Franklin		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Parent Meeting have not been attending meetings regularly.	Replaced parents who don't attend meetings.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		Planned SMT monthly meeting time falls after schools hours.
Required Positions Filled:		There is low stakeholder participation and attendance during monthly SMT meetings.	
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:	Gateway Academy		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	• See Appendix A	• See Appendix A
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	Gladys Hillman Jones		
Budget Authority?	X Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐No	Parent/Student constituents have not been attending the SMT meetings.	SMT has taken measures to recruit temporary constituents on order to fulfill the requirements of WSR. New student constituents have provided letters of interest. Both current student members will provide the SMT with letters of resignation. Parent committee is currently working on providing two new parents to the team. SMT members agreed to elect one of the constituents to chairperson.
Representation Conforms to Code?	☐Yes X No		
Professional Development Opportunities?	X Yes ☐No	Old Chairperson provided the SMT with a letter of resignation.	
Required Positions Filled:			
Technology?	X Yes ☐ No ☐N/A		
Dropout Prevention?	X Yes ☐No ☐N/A		
Library Media?	X Yes ☐ No ☐N/A		
Health and Social Services?	X Yes ☐No ☐N/A		

SCHOOL/SMT:	Harold Wilson		
Budget Authority?	X Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐ No		
Representation Conforms to Code?	X Yes ☐ No		
Professional Development Opportunities?	X Yes ☐ No		
Required Positions Filled:			
Technology?	X Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes X No ☐N/A		
Library Media?	X Yes ☐ No ☐ N/A		
Health and Social Services?	X Yes ☐ No ☐ N/A		

		SCHOOL/SMT: Hawkins Street	

		Obstacles to Implementation:	Corrective Action (if applicable):
Budget Authority?	**X** Yes ☐No	• There is a need to have consistency with our parent representation at SMT meetings and ensure that parents are trained according to the state's regulations.	• Parent Involvement cadre has been given the taken to recruit responsible parents to commit to becoming members trained on the SMT.
Personnel Authority?	☐Yes **X** No		• Parent liaison has been requested to reach out to the school and outside community.
Representation Conforms to Code?	**X** Yes ☐No		• A request is being printed within our (3 languages) quarterly newsletters.
Professional Development Opportunities?	**X** Yes ☐ No		• Request through SMT minutes, which are disseminated to all school family, parents and community for a responsible parent interested in serving as a member of our SMT.
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:			Hawthorne	
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**		**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No	Recruiting replacement SMT members.		Varies day and times of meetings
Representation Conforms to Code?	**X** Yes ☐ No			
Professional Development Opportunities?	**X** Yes ☐ No	Scheduling meetings convenient to all constituents		
Required Positions Filled:				
Technology?	**X** Yes ☐ No ☐ N/A			
Dropout Prevention?	☐ Yes ☐ No **X** N/A			
Library Media?	**X** Yes ☐ No ☐ N/A			
Health and Social Services?	☐ Yes ☐ No **X** N/A			

SCHOOL/SMT:			J.F. Kennedy	
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**		**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No			
Representation Conforms to Code?	**X** Yes ☐ No	The nature of student of body and need for Teacher of Handicapped Certification		District will fill vacancy with part time Librarian for September 2002.
Professional Development Opportunities?	**X** Yes ☐ No			
Required Positions Filled:				
Technology?	**X** Yes ☐ No ☐ N/A			
Dropout Prevention?	**X** Yes ☐ No ☐ N/A			
Library Media?	☐ Yes **X** No ☐ N/A			
Health and Social Services?	**X** Yes ☐ No ☐ N/A			

SCHOOL/SMT:		Lafayette	
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:		Lincoln	
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT: Louise A. Spencer			
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		
SCHOOL/SMT: Luis Munoz Marin Middle			
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No	Budgets cuts for 2002-2003 will have a major impact on students and programs	
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:		Will not be funded at school level 2002-2003	
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	Madison Elementary		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No	• Ex-Officio member is untrained.	• We are waiting for training dates and times to fulfill this requirement.
Professional Development Opportunities?	**X** Yes ☐No	• Personnel subcommittees are not trained. The team voted to have the SMT Chairperson represent the team.	• We will be attending a team building retreat to enhance our communication skills as well ad our ability to work together.
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		
SCHOOL/SMT:	Malcolm X Shabazz		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	• None	• Three members have been trained by the district
Representation Conforms to Code?	**X** Yes ☐No		• TDHS has offered training to staff such as WSR Facilitator, Math Facilitator, and Language Arts Facilitator. Have attended training in Baltimore on going
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A		• Also SMT team has staff Development Sub Committee
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	Maple Avenue		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes **X** No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No ☐N/A		

SCHOOL/SMT:	McKinley		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	None	None
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:		Miller Street		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**		**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No	None		N/A
Representation Conforms to Code?	**X** Yes ☐No			
Professional Development Opportunities?	**X** Yes ☐No			
Required Positions Filled:				
Technology?	**X** Yes ☐ No ☐N/A			
Dropout Prevention?	**X** Yes ☐No ☐N/A			
Library Media?	**X** Yes ☐ No ☐N/A			
Health and Social Services?	**X** Yes ☐No ☐N/A			

SCHOOL/SMT:		Dr. Martin Luther King Jr.		
Budget Authority?	**X**Yes ☐No	**Obstacles to Implementation:**		**Corrective Action (if applicable):**
Personnel Authority?	**X**Yes ☐ No			
Representation Conforms to Code?	**X** Yes ☐ No			
Professional Development Opportunities?	**X** Yes ☐ No			
Required Positions Filled:				
Technology?	**X** Yes ☐ No ☐ N/A			
Dropout Prevention?	☐Yes ☐ No **X**N/A			
Library Media?	**X** Yes ☐ No ☐ N/A			
Health and Social Services?	☐Yes ☐ No **X**N/A			

SCHOOL/SMT:	Montgomery High		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		• SMT reviewed the budget after it was prepared.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	Morton Street		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		• Need to have another vote in order to conform to code.
Representation Conforms to Code?	☐Yes **X** No		• Seek additional training
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT: Mt. Vernon		
Budget Authority? ☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority? ☐ Yes **X** No		
Representation Conforms to Code? **X** Yes ☐ No		
Professional Development Opportunities? **X** Yes ☐ No		
Required Positions Filled:		
Technology? **X** Yes ☐ No ☐ N/A		
Dropout Prevention? ☐ Yes ☐ No **X** N/A		
Library Media? **X** Yes ☐ No ☐ N/A		
Health and Social Services? ☐ Yes ☐ No **X** N/A		

SCHOOL/SMT: Newton Street		
Budget Authority? ☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority? **X** Yes ☐ No	Community Representative left employment and SMT Team	A new community Representative has been selected
Representation Conforms to Code? ☐ Yes **X** No		
Professional Development Opportunities? **X** Yes ☐ No	Support Staff Representative ill in the hospital	
Required Positions Filled:		
Technology? **X** Yes ☐ No ☐ N/A		
Dropout Prevention? ☐ Yes ☐ No **X** N/A		
Library Media? **X** Yes ☐ No ☐ N/A		
Health and Social Services? **X** Yes ☐ No ☐ N/A		

SCHOOL/SMT:	Oliver Street		
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes **X** No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes **X** No ☐ N/A		
SCHOOL/SMT:	Peshine		
Budget Authority?	**X** Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No	No obstacles as of this date.	No needed.
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐ No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐ No ☐ N/A		

SCHOOL/SMT:	Quitman		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐ No		
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Rafael Hernandez		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes **X** No		
Representation Conforms to Code?	**X** Yes ☐ No	6. Upon closing of school in June 2001 we had approximately 24 vacancies	1. Collaborated with SLT IV, SLT IV Principals and State Collages to acquire Personnel. Interviews were conducted in Summer 2001 to present and only 2 vacancies remain.
Professional Development Opportunities?	**X** Yes ☐ No	7. Overcrowding of student population and no classroom space available.	
Required Positions Filled:		8. Hired 9 Alternate Route Classroom Teachers with no prior teaching or classroom management experience.	
Technology?	**X** Yes ☐ No ☐ N/A		2. State of NJ allowed us 6 class reduction teachers in which we are using in a "Team Teaching" format.
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		3. Staff Development, Team Teaching w/a veteran teacher and 20-Day Mentoring Program were provided.
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Ridge Street		
Budget Authority?	☐ Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐ Yes **X** No	None	
Representation Conforms to Code?	**X** Yes ☐ No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No **X** N/A		

SCHOOL/SMT:	Roberto Clemente		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No	Parents and Community member not trained	Parent and Community member need to go for training.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	Roseville Avenue		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No	Dropout Prevention required at middle/high school level.	Professional Development opportunities at monthly chairperson's meeting and district training.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No	Library Media Position-no library on premises.	
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A	Health and Social Services not applicable.	
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	☐Yes ☐ No **X** N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

		SCHOOL/SMT: Samuel L. Berliner	
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		• Five People have been Trained
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

		SCHOOL/SMT: Science High	
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	• Due to short time frame for submission of zero based budget SMT voted to have the principal develop the budget for 2002-03	• Provide a longer time frame to prepare a zero-based budget.
Representation Conforms to Code?	**X** Yes ☐No		• SMT reviewed the budget after it was prepared. Documentation is attached.
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	South 17th St.		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes **X** No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		
SCHOOL/SMT:	South Street School		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

SCHOOL/SMT:	Speedway Avenue		
Budget Authority?	X Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐ No		
Representation Conforms to Code?	X Yes ☐ No	• Encourage everyone on Personnel Committee to obtain training. No training dates were rec'd prior to recent dates 01-02 thru 02-02. Review parent involvement on SMT.	• Personnel Training completed 2-15-02. • Hold parent constituent election in March.
Professional Development Opportunities?	X Yes ☐ No		
Required Positions Filled:			• Have members clearly identify their use of credits in their PIPS.
Technology?	X Yes ☐ No ☐ N/A	• Personnel-Sub-members can use meetings times as part of the time allotted for Professional Development credit if incorporated into master schedule for the school.	
Dropout Prevention?	☐ Yes ☐ No ☐ N/A		• Plan agenda and time for this portion of training
Library Media?	☐ Yes ☐ No ☐ N/A		
Health and Social Services?	X Yes ☐ No ☐ N/A	• Plan sub-meetings during Staff Development	

SCHOOL/SMT:	Sussex Avenue School		
Budget Authority?	X Yes ☐ No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐ No		
Representation Conforms to Code?	X Yes ☐ No		
Professional Development Opportunities?	X Yes ☐ No		
Required Positions Filled:			
Technology?	X Yes ☐ No ☐ N/A		
Dropout Prevention?	☐ Yes ☐ No X N/A		
Library Media?	X Yes ☐ No ☐ N/A		
Health and Social Services?	☐ Yes ☐ No X N/A		

SCHOOL/SMT:	Technology High		
Budget Authority?	☐ Yes X No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**

Personnel Authority?	☐ Yes **X** No	• **None**
Representation Conforms to Code?	**X** Yes ☐ No	
Professional Development Opportunities?	**X** Yes ☐ No	
Required Positions Filled:		
Technology?	**X** Yes ☐ No ☐ N/A	
Dropout Prevention?	**X** Yes ☐ No ☐ N/A	
Library Media?	**X** Yes ☐ No ☐ N/A	
Health and Social Services?	**X** Yes ☐ No ☐ N/A	

SCHOOL/SMT:	Thirteenth Avenue		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Vacancy	Make recommendations to HRS and SLTs for possible list of candidates.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	☐Yes ☐No **X** N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	University High		
Budget Authority?	☐Yes **X** No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	Obstacles to Implementation: At present we are gearing-up for the implementation of our model. University High School was granted permission by the NJDOE and the district to construct it's own alternative design model of Whole School Reform in the Fall of 2001. The funding for the model's implementation remains and issue. The district's position is to under fund the school. This decision compromises the NJ Department of Education's vote to approve the model in its entirely.	After encouragement from the district and the State, University High School developed its own alternative plan of Whole School Reform, entitled University High School of the Humanities. The NJ Department of Education WSR Review team visited the school, evaluated the alternative model design and unanimously approved the model for implementation in the 2002-2003 school year. The SMT and principal have presented their cases for sufficient funding to allow the model to operate.
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	**X** Yes ☐No ☐ N/A		

SCHOOL/SMT:	Vailsburg Middle		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		

SCHOOL/SMT:	Warren Street		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No ☐ N/A		
SCHOOL/SMT:	Warren Street		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No ☐ N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No ☐ N/A		

SCHOOL/SMT:	West Kinney High		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No	None encountered	
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐N/A		
Dropout Prevention?	**X** Yes ☐No ☐N/A		
Library Media?	**X** Yes ☐ No ☐N/A		
Health and Social Services?	**X** Yes ☐No ☐N/A		
SCHOOL/SMT:	West Side High		
Budget Authority?	☐Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	☐Yes ☐No	Training required in order participating in personnel decisions.	Hire media specialist to fill vacancy to efficiently serve the needs of projected enrollment for 2002-2003.
Representation Conforms to Code?	☐Yes ☐No		
Professional Development Opportunities?	☐Yes ☐No		
Required Positions Filled:		Only 1 of 2 media specialist available(vacancy)	
Technology?	☐Yes ☐ No ☐N/A		
Dropout Prevention?	☐Yes ☐No ☐N/A		
Library Media?	☐Yes ☐ No ☐N/A		
Health and Social Services?	☐Yes ☐No ☐N/A		

SCHOOL/SMT:	William Brown Academy		
Budget Authority?	X Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐No		
Representation Conforms to Code?	X Yes ☐No		
Professional Development Opportunities?	☐Yes X No		
Required Positions Filled:			
Technology?	X Yes ☐ No ☐ N/A		
Dropout Prevention?	X Yes ☐No ☐N/A		
Library Media?	X Yes ☐ No ☐ N/A		
Health and Social Services?	X Yes ☐No ☐N/A		

SCHOOL/SMT:	South Street School		
Budget Authority?	X Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	X Yes ☐No		
Representation Conforms to Code?	X Yes ☐No		
Professional Development Opportunities?	X Yes ☐No		
Required Positions Filled:			
Technology?	X Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No X N/A		
Library Media?	X Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No X N/A		

SCHOOL/SMT:	Ann Street		
Budget Authority?	**X** Yes ☐No	**Obstacles to Implementation:**	**Corrective Action (if applicable):**
Personnel Authority?	**X** Yes ☐No		
Representation Conforms to Code?	**X** Yes ☐No		
Professional Development Opportunities?	**X** Yes ☐ No		
Required Positions Filled:			
Technology?	**X** Yes ☐ No ☐ N/A		
Dropout Prevention?	☐Yes ☐No **X** N/A		
Library Media?	**X** Yes ☐ No ☐ N/A		
Health and Social Services?	☐Yes ☐No **X** N/A		

E. Accountability Plan

ACCOUNTABILITY ACTION PLAN

The Accountability Plan for the Newark Public Schools is designed to recognize and reward school improvement in student achievement and affirm that staff can and must demonstrate high levels of performance if the district's standards are to be met. It further recognizes the role that administrative offices play in supporting schools to achieve their goals. The plan is established as a vehicle to provide:
- A framework to support sustained and focused efforts on student achievement.
- Recognition and reward for each school and administrative office that achieves its annual goals
- Incentives for schools and administrative offices to continue improvement towards their goals
- Support for any school or administrative office not achieving its annual goals and;
- Interventions for any school which after receiving support is still unable to attain its annual goals.

A fundamental element of a standards-driven school system is the recognition that, as adults, we share a responsibility to ensure that all children receive a high-quality education. Students cannot by themselves hold adults accountable. We need a structure that acts on students behalf to create and sustain a culture of mechanisms for fostering shared responsibility, assessing the effectiveness of individual schools, of the work of individuals and organizational units, and promoting change at all levels when evidence supports the need for action.

Accountability is demanded equally of every school and of every person who works within the school system. Each of these persons is responsible for making the best possible contribution, within the definition of his or her role, to improving the delivery of instruction to students. [1]

ACTION	STATUS	TIMELINE
1. Establish four year district goals with yearly benchmarks from aggregate data to establish targets for success of the district.	Complete	August, 2001
2. Establish four year targets for individual schools with yearly benchmarks.	Complete	August, 2001

3. Develop or revise the following rubrics to be consistent with the Education Plan:
  a. Instructional staff
  b. Non-instructional staff
	Instructional Staff- complete
	Non-instructional staff- In progress
		September–December 2001

4. Determine or refine process for collecting data that is needed to make a determination of placement within the rubrics.	In progress	September-December 2001
5. Identify schools that will receive interventions.	In progress	September 2001
6. Determine the type of interventions or rewards that will be provided.	Incomplete	August-October 2001
[1] Adapted form Plan for School Leadership Teams, Board of Education, City of New York		

7. Establish a set aside amount of money to support the rewards, and interventions resulting from the assessments.	Awards will be determined by the budget	August – October 2001
8. Introduce the Accountability Plan to schools and administrative offices.	Complete	September – October 2001
9. Develop rubrics for schools and administrative offices, both instructional and non-instructional.	Rubrics completed for goal 1:Improving student achievement and goal 2: More efficient operations	October – December 2001
10. Determine or refine the process for collecting data that is needed to make a determination of placement within the rubrics.	In progress	October – December 2001
11. Review data to define the extent to which progress has been made toward the accomplishment of rubric indicators and provide assistance.	In progress	December 2001
12. Collect monthly, midyear, and end-of-year performance data for schools and offices.	Complete	September-June 2001-2002
13 Use performance assessment data to determine need for intervention in poorly performing schools and offices/departments.	Complete	September-June 2001-2002
14. Use performance assessments, measured against rubrics to determine rewards.	In progress	July – August 2002
15. Provide rewards to schools, principals, parents and teachers.	Awards will be determined by the budget	September 2002
16. Intercede in failing schools and offices departments and/or make recommendations for reconstitution where necessary	In progress	July-June 2002

SCHOOL PERFORMANCE RUBRIC
BENCHMARK GRADES

EXEMPLARY	SUCCESSFUL	IMPROVING	DECLINING	AT-RISK
Exceeds state-defined student performance indicators which include specific performance levels on annual assessments in all tested areas administered at grade 11 by 5% or by 15% for grades 4 and 8. Has a daily attendance rate of 93% rate or better and a dropout rate below 7%.	Meets state-defined student performance and behavior indicators which include specific performance levels on annual assessments in all tested areas administered at grades 4, 8 and 11. Has a daily attendance rate of at least 90% and a dropout rate at 10% or less.	Improves **8%** over baseline data but fails to meet state-defined student performance and behavior levels at grades 4, 8 and 11. Has a daily attendance rate of at least 90% or improves at least 1% over baseline data and a dropout rate at 10% or decreases by at least 1% over baseline data.	Fails to achieve 8% over baseline or falls below baseline data on state-defined student performance and behavior levels at grades 4, 8 and 11. Fails to achieve 90% attendance rate and does not improve at least 1% over baseline and has a dropout rate exceeding 10% and does not improve over baseline by at least 1%.	Falls more than 5 points below baseline data on state-defined student performance and behavior levels at grades 4, 8 and 11. Fails to achieve 90% daily attendance rate and falls below baseline data and has a dropout rate exceeding 10% and does not improve by at least .5% over baseline data.

REWARDS AND INTERVENTIONS				
Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Resources targeted for assistance to schools.	Resources targeted to support intervention.

SCHOOL PERFORMANCE RUBRIC ALL GRADES

EXEMPLARY	SUCCESSFUL	IMPROVING	DECLINING	AT-RISK
Exceeds by 2% district defined proficiency level targets on standardized and state tests, in literacy and math administered in all grades and demonstrates appreciable growth in other identified performance areas.	Meets district defined proficiency level targets on standardized state tests in literacy and math administered in all grades and meets district defined targets in other identified performance areas.	Improves over baseline data on district proficiency level targets in at least 50% of the indicators and improves over baseline data on district defined targets in other identified performance areas.	Fails to improve over baseline data on district proficiency level targets on at least 50% of the indicators but does not fall below baseline data in more than 10% of the indicators and fails to improve over baseline data on district targets in other identified performance areas.	Fails to improve over baseline data on district proficiency level targets on at least 80% of the indicators or falls below baseline data on more than 10% of the indicators and fails to improve over baseline data on district targets in other identified performance areas.

REWARDS AND INTERVENTIONS				
Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Monetary awards to be used as designated collaboratively by administrators and SMT.	Resources targeted for assistance to schools.	Resources targeted to support intervention.

The District School Performance Rubric will measure progress that can be used as the basis for meaningful school improvements. The targets given to schools are realistic and measurable and will allow schools to develop strategies that focus on the school's priorities and are indicators of movement and progress.

For the 2001-02 school year, state test data will be used for grades 4, 8 and 11. The SPA will be used for grades 3, 5, 6, 7, 9, and 10.

Accountability will also be based on the 9th grade dropout rate for secondary schools, enrollment in higher level classes, and improved performance on higher level tests. The district will collect baseline data on the chronic absenteeism for both teachers and students, which will be used as an objective in subsequent years.

ESPA 2002
LANGUAGE ARTS LITERACY RESULTS

EXEMPLARY	SUCCESSFUL	IMPROVING
*Abington (100%)	*Ann Street	Avon
	Branch Brook (100%)	*Alexander (75.5)
*First Avenue		Belmont Runyon
	*Fourteenth Avenue	Benjamin Franklin
	*Oliver Street	Bragaw Avenue
	*Sussex Avenue	Cleveland
		Dayton Street
		Eighteenth
		Fifteenth Avenue
		*Harriet Tubman (85.4)
		Hawthorne Avenue
		M.L. King
		Lincoln
		Madison Avenue
		Maple Avenue
		McKinley
		Miller Avenue
		*Newton Street (75.8)
		Rafael Hernandez
		Thirteenth
		Warren Street
		*Wilson Avenue (75.8)

ESPA 2002
MATHEMATICS RESULTS

EXEMPLARY	SUCCESSFUL	IMPROVING
*Abington (100%)	*Ann Street	Benjamin Franklin
	*Branch Brook	Bragaw Avenue
	*First Avenue	Cleveland
	*Fourteenth Avenue	Dayton Street
	*Oliver Street	Eighteenth
		Fifteenth Avenue
		M.L. King
		Maple Avenue
		McKinley
		Mt. Vernon
		*Newton Street
		Thirteenth
		L.A. Spencer
		Warren Street
		*Wilson Avenue

*At or above state defined student performance indicators

GEPA 2002
Language Arts Literacy Results

EXEMPLARY	SUCCESSFUL	IMPROVING
Abington Avenue	*Ann Street	Avon Avenue
	*University H. S.	First Avenue
*Luis. M. Marin		
		Morton Street
		Sussex Avenue
		*Wilson Avenue

GEPA 2002
MATHEMATIC RESULTS

EXEMPLARY	SUCCESSFUL	IMPROVING
Abington Avenue	*University H. S. (91.3)	
	*Ann Street	
		First Avenue
Luis M. Marin		
		Morton Street
		Newton Street
		Thirteenth Avenue
		Vailsburg Middle
		Wilson Avenue

GEPA 2002
SCIENCE RESULTS

EXEMPLARY	SUCCESSFUL	IMPROVING
*Abington Avenue		
	*Ann Street	
	*Lafayette Street	
	*Oliver Street	
	*First Avenue	
	*Martin L. King	
	*Chancellor Avenue	Sussex Avenue
	*Maple Avenue	
	*University High School	
	*Vailsburg	
	*Luis M. Marin	
	*Ridge Street	
	*Thirteenth Avenue	

* At or above the state defined student performance.

A p p e n d i x   A

Benchmarks
(School-by-School)

Appendix A
BENCHMARKS

SCHOOL-BY-SCHOOL

2001-03 SCHOOL-LEVEL BENCHMARKS

| SLT I | TEST PERFORMANCE – GRADE 4 – LANGUAGE ARTS | | | | | |
| | 2000-2001 ACTUAL | | 2001-2002 BENCHMARK | | 2002-2003 BENCHMARK | |
	Total N*	Number	Percent	Number	Percent	Number	Percent
ANN STREET	96	81	84.4	84	87.5	86	89.6
BURNET STREET	30	10	33.3	13	43.3	16	53.3
CLEVELAND	42	10	23.8	16	38.1	21	50.0
EIGHTEENTH	33	9	27.3	12	36.4	15	45.5
HAWKINS	63	24	38.1	30	47.6	36	57.1
KING	57	15	26.3	20	35.1	25	43.9
LAFAYETTE	73	59	80.8	61	83.6	63	86.3
NEWTON	69	35	50.7	38	55.1	41	59.4
OLIVER	53	42	79.3	44	83.0	46	86.8
QUITMAN	83	45	54.2	48	57.8	51	61.4
SOUTH STREET	41	35	85.4	36	87.8	37	90.2
WARREN	39	13	33.3	19	48.7	22	56.4
WILSON AVE.	79	51	64.6	62	78.5	68	86.1
SLT TOTALS**	**758**	**429**	**56.6**	**483**	**63.7**	**527**	**69.5**

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

2001-03 SCHOOL-LEVEL BENCHMARKS

| SLT III | TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS | | | | | |
| | 2000-2001 ACTUAL | | 2001-2002 BENCHMARK | | 2002-2003 BENCHMARK | |
	Total N*	Number	Percent	Number	Percent	Number	Percent
AVON AVENUE	88	16	18.2	24	27.3	32	36.4
BELMONT RUNYON	71	16	22.5	23	32.4	29	40.8
BRAGAW AVENUE	47	17	36.2	20	42.6	23	48.9
CHANCELLOR AVENUE	62	26	41.9	30	48.4	34	54.8
DAYTON STREET	43	15	34.9	18	41.9	21	48.8
G. W. CARVER	123	56	45.5	63	51.2	69	56.1
HAWTHORNE AVENUE	62	19	30.6	24	38.7	28	45.2
L. A. SPENCER	101	42	41.6	49	48.5	55	54.5
MADISON AVENUE	79	47	59.5	50	63.3	52	65.8
MAPLE AVENUE	68	35	51.5	38	55.9	40	58.8
MILLER STREET	49	11	22.4	16	32.7	21	42.9
PESHINE AVENUE	79	35	44.3	40	50.6	45	57.0
SLT TOTALS**	872	335	38.4	395	45.3	449	51.5

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT IV	TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS

	Total N*	2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent
ABINGTON AVENUE	53	53	100.0	53	100	53	100
BRANCH BROOK	18	17	94.4	17	94.4	17	94.4
BROADWAY	36	16	44.4	19	52.8	22	61.1
ELLIOTT STREET	124	61	49.2	69	55.6	73	58.9
FIRST AVENUE	67	52	77.6	54	80.6	55	82.1
E. ALMA FLAGG	53	29	54.7	31	58.5	33	62.3
FRANKLIN	92	42	45.7	48	52.2	53	57.6
WILLIAM HORTON	63	37	58.7	40	63.5	42	66.7
MCKINLEY	49	25	51.0	27	55.1	29	59.2
RAFAEL HERNANDEZ	45	22	48.9	25	55.6	27	60.0
RIDGE STREET	74	58	78.4	60	81.1	61	82.4
ROBERTO CLEMENTE	84	64	76.2	66	78.6	68	81.0
ROSEVILLE AVENUE	27	13	48.1	16	59.3	18	66.7
SUSSEX AVENUE	30	8	26.7	12	40.0	15	50.0
SLT TOTALS**	**815**	**497**	**61.0**	**537**	**65.9**	**566**	**69.4**

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

2001-03 SCHOOL-LEVEL BENCHMARKS

SLT V	**TEST PERFORMANCE – GRADE 4– LANGUAGE ARTS**

	Total N*	2000-2001 ACTUAL		2001-2002 BENCHMARK		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent
ALEXANDER STREET	100	39	39.0	45	45	50	50.0
CAMDEN STREET	57	33	57.9	36	63.2	39	68.4
FIFTEENTH AVENUE	34	4	11.8	8	23.5	12	35.3
FOURTEENTH AVENUE	25	14	56.0	16	64.0	18	72.0
HARRIETT TUBMAN	50	33	66.0	36	72.0	38	76.0
LINCOLN	83	35	42.2	39	47.0	43	51.8
MOUNT VERNON	101	82	81.2	83	82.2	84	83.2
SOUTH 17th STREET	56	48	85.7	48	85.7	48	85.7
SPEEDWAY	57	27	47.4	29	50.9	31	54.4
THIRTEENTH AVENUE	72	23	31.9	28	38.9	32	44.4
SLT TOTALS**	**635**	**338**	**53.2**	**368**	**58.0**	**395**	**62.2**

- Total N: is the number of students tested in the spring of 2001. Benchmark projections are based on 2000-2001 enrollment.

**Note that Benchmarks for all schools have been reconfigured.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I	Total N*	TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ANN STREET	104	91	82.7	98	94.2	72	88.9	91	92.8	107	97.0
BURNET STREET	23	12	44.4	10	43.5	19	44.2	10	22.2	21	77.8
HAROLD WILSON	53	38	55.1	17	32.1	24	53.3	22	37.3	43	62.3
HAWKINS ST	40	29	54.7	20	50.0	29	60.4	32	55.2	34	64.2
M. L. KING	41	11	26.8	14	34.1	19	47.5	18	36.7	22	53.7
LAFAYETTE ST	65	49	94.2	56	86.1	46	82.2	38	76.0	50	96.2
MORTON ST	55	43	44.8	24	43.6	22	29.7	28	50.9	57	59.4
NEWTON ST	33	13	33.3	16	48.5	13	27.7	14	28.5	25	64.1
OLIVER ST	107	53	80.3	87	81.3	74	74.8	47	61.8	56	85.3
QUITMAN ST.	--	24	52.2	--	--	--	--	--	--	--	--
SUSSEX AVE.***	--	--	--	--	--	--	--	14	43.8	25	71.4
WARREN AVE.	23	11	47.8	10	43.5	9	42.9	11	47.8	16	69.6
WILSON AVE.	87	53	79.1	65	74.7	44	68.8	60	88.2	80	92.0
SLT TOTALS**	**631**	**427**	**67.7**	**417**	**66.1**	**371**	**60.1**	**385**	**57.5**	**536**	**84.9**

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT I	Total N*	1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ANN STREET	104	71	64.0	70	67.3	51	62.9	72	73.5	84	75.0
BURNET STREET	24	6	22.2	2	8.3	7	16.7	4	8.7	17	63.0
HAROLD WILSON	54	9	12.9	3	5.6	7	14.6	5	8.5	35	50.0
HAWKINS ST	40	7	13.2	5	12.5	14	29.2	14	24.1	28	52.8
M. L. KING	41	1	02.4	5	12.2	7	17.0	7	14.3	22	53.7
LAFAYETTE ST	65	37	71.2	31	47.7	33	58.9	29	58.0	44	85.0
MORTON ST	55	27	28.4	9	16.3	13	17.6	23	41.1	50	52.6
NEWTON ST	35	4	10.3	7	20.0	11	23.4	16	32.6	24	61.5
OLIVER ST	107	31	45.6	46	42.9	37	37.4	32	42.1	49	72.1
QUITMAN ST.	--	7	14.9	--	--	--	--	--	--	--	--
SUSSEX AVE.***	--	--	--	--	--	--	--	6	18.8	19	52.8
WARREN AVE.	23	2	08.7	3	13.0	3	14.3	5	21.7	16	69.6
WILSON AVE.	87	38	55.9	39	44.8	34	53.1	47	69.1	54	79.4
SLT TOTALS**	**635**	**240**	**37.8**	**220**	**34.7**	**217**	**35.0**	**260**	**38.2**	**442**	**65.2**

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

2000-03 SCHOOL LEVEL BENCHMARKS

SLT I	TEST PERFORMANCE – GRADE 8 - SCIENCE							
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ANN STREET	104	80	76.9	70	86.4	87	88.8	95	91.0
BURNET STREET	26	2	7.7	9	20.9	5	10.9	9	34.6
HAROLD WILSON	53	4	7.5	17	35.4	15	25.9	20	41.7
HAWKINS ST	41	7	17.1	15	31.3	14	24.1	17	35.4
M. L. KING	41	5	12.2	9	22.0	13	26.0	14	34.1
LAFAYETTE ST	65	41	63.1	38	67.8	36	72.0	50	77.0
MORTON ST	56	8	14.3	13	17.6	11	19.6	20	27.0
NEWTON ST	35	11	31.4	11	23.4	11	22.4	17	48.6
OLIVER ST	108	66	61.1	53	53.5	27	36.0	73	67.6
SUSSEX AVE***	--	--	--	--	--	10	31.3	14	41.0
WARREN AVE.	23	6	26.1	5	23.8	5	21.7	10	43.5
WILSON AVE	87	52	59.8	39	61.0	45	66.1	62	71.0
SLT TOTALS**	**639**	**282**	**44.1**	**279**	**44.9**	**279**	**41.7**	**401**	**62.8**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT II	TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITY HIGH	94	103	97.2	80	85.1	48	94.1	22	95.7	23	96.8
GATEWAY ACADEMY ***	48	--	--	--	--	--	--	1	2.1	5	10.0
SLT TOTALS	**94**	**103**	**97.2**	**80**	**85.1**	**48**	**94.1**	**23**	**32.4**	**28**	**39.4**

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT II	TEST PERFORMANCE – GRADE 8 – MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITY HIGH	94	41	38.3	45	47.9	41	82.4	21	91.3	22	92.2
GATEWAY ACADEMY ***	48	--	--	--	--	--	--	1	2.0	5	10.0
SLT TOTALS	**94**	**41**	**38.3**	**45**	**47.9**	**41**	**80.4**	**22**	**29.8**	**27**	**38.0**

2000-03 SCHOOL LEVEL BENCHMARKS

SLT II	TEST PERFORMANCE – GRADE 8 - SCIENCE								
		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
UNIVERSITY	92	49	53.3	31	60.8	17	73.9	18	78.0
GATEWAY ACADEMY ***	48	--	--	--	--	3	5.8	7	15.0
SLT TOTALS**	**92**	**49**	**53.3**	**31**	**60.8**	**20**	**26.7**	**25**	**35.2**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 2001-2002 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

***An Alternative School. N is the number of students tested in 2001-2002

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III	Total N*	TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AVON AVENUE	65	10	22.2	8	12.3	14	20.3	27	38.6	23	51.1
BRAGAW AVENUE	31	14	56.0	11	35.5	20	51.3	8	18.2	19	76.0
BROWN ACADEMY	68	10	13.7	19	27.9	12	12.5	19	20.0	39	53.4
G. W. CARVER	85	29	28.2	26	30.6	18	20.5	20	24.7	57	55.3
CHANCELLOR AVENUE	50	20	50.0	21	42.0	21	42.0	17	31.5	29	72.5
DAYTON STREET	27	20	66.7	15	55.6	9	47.4	17	48.6	25	83.3
HAWTHORNE AVENUE	43	20	42.6	19	44.2	18	41.9	20	47.6	29	61.7
L. A. SPENCER	91	24	26.1	23	25.3	24	28.9	17	23.9	53	57.6
MAPLE AVENUE	50	37	68.5	27	54.0	24	50.0	33	56.9	42	77.8
MILLER STREET	37	22	66.7	12	32.4	10	30.3	16	37.2	27	81.8
PESHINE AVENUE	64	48	70.6	30	46.9	32	47.1	45	54.9	54	79.4
SLT TOTALS**	**611**	**254**	**41.6**	**211**	**34.5**	**202**	**31.7**	**239**	**35.4**	**397**	**65.1**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT III	Total N*	TEST PERFORMANCE – GRADE 8 - MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AVON AVENUE	66	4	08.9	1	01.5	2	2.9	6	8.5	24	53.3
BRAGAW AVE	31	5	20.0	1	03.2	6	15.4	10	22.2	15	60.0
BROWN ACADEMY	69	1	01.4	8	11.5	3	3.2	3	3.1	37	50.7
G. W. CARVER	84	7	06.9	6	07.1	7	8.0	6	7.4	47	46.1
CHANCELLOR AVENUE	51	11	27.5	4	07.8	14	28.0	10	18.5	21	52.5
DAYTON STREET	28	6	20.0	3	10.7	3	15.8	5	14.7	17	56.7
HAWTHORNE AVENUE	44	5	10.6	7	15.9	10	23.3	14	33.3	25	53.2
L. A. SPENCER	93	6	06.5	13	14.0	6	7.1	10	13.7	47	50.5
MAPLE AVENUE	50	13	24.1	11	22.0	4	8.1	18	30.5	30	55.6
MILLER STREET	38	4	11.8	2	05.3	2	6.3	15	34.9	18	52.9
PESHINE AVENUE	64	36	52.9	15	23.4	35	51.5	33	40.2	47	69.1
SLT TOTALS**	**618**	**98**	**16.0**	**71**	**11.5**	**92**	**14.5**	**130**	**19.1**	**328**	**53.7**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

2000-03 SCHOOL LEVEL BENCHMARKS

SLT III	TEST PERFORMANCE – GRADE 8 - SCIENCE			
	1999-2000 ACTUAL	2000-2001 ACTUAL	2001-2002 ACTUAL	2002-2003 BENCHMARK

	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
AVON AVE	65	8	12.3	4	5.8	8	11.3	18	27.7
BRAGAW AVE.	31	0	0.0	5	12.9	8	17.8	13	33.3
BROWN ACADEMY	68	10	14.7	10	10.4	10	10.3	20	29.4
G. W. CARVER	83	7	8.4	13	14.8	12	14.6	22	26.5
CHANCELLOR AVE	53	13	24.5	18	35.3	23	42.6	25	47.0
DAYTON ST.	28	8	28.6	5	26.3	9	26.5	13	46.4
HAWTHORNE AVE	43	7	16.3	6	14.0	10	23.8	15	34.9
L. A. SPENCER	91	10	11.0	9	10.7	8	10.9	28	30.8
MAPLE AVE	50	14	28.0	11	22.4	24	40.7	22	44.0
MILLER ST	37	5	13.5	4	12.5	7	15.9	13	35.1
PESHINE AVE	63	15	23.8	28	41.2	36	43.4	34	50.0
SLT TOTALS**	**612**	**97**	**15.8**	**113**	**17.7**	**155**	**22.6**	**223**	**36.4**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV	**TEST PERFORMANCE – GRADE 8 – LANGUAGE ARTS**

	Total N*	1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ABINGTON AVENUE	50	45	75.0	37	74.0	65	95.5	74	94.9	66	97.1
FIRST AVENUE	81	46	60.5	55	67.9	38	50.0	53	68.0	56	73.6
E. ALMA FLAGG	56	22	36.1	17	30.4	16	30.8	18	29.5	39	63.9
GLADYS HILLMAN-JONES	--	--	--	--	--	43	35.2	45	28.8	59	48.4
WILLIAM HORTON	75	45	60.8	33	44.0	40	45.5	32	37.6	53	71.6
LUIS MUÑOZ MARIN	109	39	37.5	44	40.4	72	56.7	99	78.0	110	88.0
MCKINLEY	129	49	37.1	40	31.0	--	--	--	--	--	--
RAFAEL HERNÁNDEZ	109	40	42.1	28	25.7	25	23.8	35	26.7	56	58.9
RIDGE STREET	83	43	55.8	38	45.8	44	59.5	48	49.5	56	72.7
SUSSEX AVE.***	31	9	25.7	12	38.7	14	33.3	--	--	--	--
SLT TOTALS**	**723**	**338**	**46.7**	**304**	**42.0**	**357**	**47.3**	**404**	**49.7**	**495**	**68.5**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.

***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT IV	TEST PERFORMANCE – GRADE 8– MATHEMATICS

	Total N*	1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ABINGTON AVENUE	51	25	40.3	19	37.2	64	92.8	76	97.4	65	94.2
FIRST AVENUE	81	25	32.9	21	25.9	27	35.5	38	48.7	44	57.9
E. ALMA FLAGG	56	10	16.1	6	10.7	4	7.7	4	6.6	32	51.6
GLADYS HILLMAN-JONES	--	--	--	--	--	16	12.7	28	18.1	37	30.3
WILLIAM HORTON	75	12	16.2	10	13.3	32	35.5	26	30.6	37	50.0
LUIS MUÑOZ MARIN	110	21	20.2	20	18.2	64	48.8	83	64.9	94	75.0
MCKINLEY	129	13	09.6	19	14.8	--	--	--	--	--	--
RAFAEL HERNÁNDEZ	111	13	13.7	11	09.9	8	7.6	18	13.8	48	50.5
RIDGE STREET	83	20	26.3	18	21.7	28	37.3	30	30.9	38	50.0
SUSSEX AVE.***	34	0	0.0	1	02.9	1	2.3	--	--	--	--
SLT TOTALS**	**730**	**139**	**19.3**	**125**	**17.1**	**244**	**31.8**	**303**	**36.7**	**451**	**61.8**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.
**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 1999-00. The SLT Totals also reflect such changes.
***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

2000-03 SCHOOL LEVEL BENCHMARKS

SLT IV	TEST PERFORMANCE – GRADE 8 - SCIENCE								
		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ABINGTON AVE	51	23	45.1	63	91.3	72	94.7	64	96.0
FIRST AVE	80	33	41.3	31	40.8	46	59.0	46	69.0
E. ALMA FLAGG	56	7	12.5	12	23.1	15	24.6	16	28.6
GLADYS HILLMAN-JONES	--	--	--	31	24.6	41	26.4	51	41.8
HORTON. WILLIAM	75	20	26.6	26	28.9	19	22.4	30	40.3
LUIS MUÑOZ MARIN	110	30	27.3	42	32.8	52	41.6	63	50.0
MCKINLEY	130	26	20.0	--	--	--	--	--	--
RAFAEL HERNÁNDEZ	111	23	20.7	19	19.2	20	15.6	39	35.1
RIDGE ST	81	22	27.1	27	36.0	54	55.7	49	61.0
SUSSEX AVE***	34	4	11.8	4	9.3	--	--	--	--
SLT TOTALS**	**728**	**188**	**25.8**	**255**	**33.6**	**319**	**39.6**	**358**	**49.2**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for some schools have been reconfigured, as they had exceeded their projections for 2000-2001. The SLT Totals also reflect such changes

***Sussex Ave. School was moved from SLT IV to SLT I in 2001-2002 School Year.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V	Total N*	1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
TEST PERFORMANCE – GRADE 8– LANGUAGE ARTS		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CAMDEN MIDDLE	101	49	50.5	44	43.6	53	41.4	54	44.2	59	60.8
15TH AVENUE		9	56.3	--	--	--	--	--	--	--	--
MOUNT VERNON	90	63	75.9	59	65.5	--	--	--	--	--	--
SOUTH 17th STREET	43	20	35.7	7	16.3	12	32.4	13	25.5	28	50.0
THIRTEENTH AVENUE	44	30	50.8	18	40.9	17	45.9	20	52.6	38	64.4
VAILSBURG MIDDLE	134	56	45.5	37	27.6	85	42.1	91	38.4	112	55.3
SLT TOTALS**	**412**	**227**	**52.3**	**165**	**40.0**	**167**	**41.3**	**178**	**39.7**	**237**	**57.6**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mount Vernon is merged with Valisburg Middle The SLT Totals also reflect such changes.

1999-03 SCHOOL-LEVEL BENCHMARKS

SLT V	Total N*	TEST PERFORMANCE – GRADE 8– MATHEMATICS									
		1998-1999 ACTUAL		1999-2000 ACTUAL		2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CAMDEN MIDDLE	101	9	09.3	13	12.9	17	12.8	25	20.0	49	50.5
15TH AVENUE	--	7	43.8	--	--	--	--	--	--	--	--
MOUNT VERNON	90	41	49.4	40	44.4	--	--	--	--	--	--
SOUTH 17th STREET	43	14	25.0	2	04.7	15	39.5	11	21.6	28	50.0
THIRTEENTH AVENUE	44	12	19.4	11	25.0	10	27.0	21	55.3	26	60.0
VAILSBURG MIDDLE	135	15	12.1	15	11.1	28	13.6	62	25.5	101	50.0
SLT TOTALS**	**413**	**98**	**22.4**	**81**	**19.6**	**70**	**16.9**	**119**	**26.1**	**204**	**49.4**

Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mount Vernon is merged with Valisburg Middle The SLT Totals also reflect such changes.

2000-03 SCHOOL LEVEL BENCHMARKS

SLT V	TEST PERFORMANCE – GRADE 8 - SCIENCE								
	1999-2000 ACTUAL			2000-2001 ACTUAL		2001-2002 ACTUAL		2002-2003 BENCHMARK	
	Total N*	Number	Percent	Number	Percent	Number	Percent	Number	Percent
CAMDEN MIDDLE	101	24	23.8	33	25.0	28	22.2	39	38.6
MT VERNON	90	39	43.3	--	--	--	--	--	--
SOUTH 17TH STREET	43	1	2.3	11	28.9	8	15.7	15	39.5
THIRTEENTH AVE	44	7	15.9	8	21.1	12	30.8	14	31.8
VAILSBURG MIDDLE	133	28	21.1	49	23.3	73	30.3	76	36.1
SLT TOTALS**	**411**	**99**	**24.0**	**101**	**24.1**	**121**	**26.5**	**144**	**35.0**

* Total N: is the number of students tested in the spring of 2000. Benchmark projections are based on 1998-99 enrollment.

**Note that Benchmarks for Vailsburg Middle has been reconfigured, as Mt. Vernon has merged with Vailsburg Middle. The SLT Totals also reflect such changes

SECTION IV

COMMUNITY AND PARENTAL INVOLVEMENT

1. The effective engagement of parents and families in their children's education has the potential for having a tremendous impact on education reform in Newark Public Schools. To that end, the district has adopted a comprehensive six-point program for parent and community involvement that effectively engages the community, families and parents in the education of their children. The strategies and practices developed and implemented under the six-point program of parent and community involvement, supported the district's goals to: (1) improve student achievement and (2.) enfranchise the community and empower parents. Following are the effective practices and strategies implemented this school year under each of the six-points of our program.

PARENTING – Assisting families with parenting and child-rearing skills; understanding child and adolescent development; setting home conditions to support children as students at each age and grade level; and assist schools to understand families.
EFFECTIVE STRATEGIES
1. Provided accessible Parent Resource Centers to support parents and families with training, resources and services.
2. Provided information to school administrators and parent Liaisons to encourage and assist schools to establish "Family Friendly Schools" that effectively communicate to parents that we value them and need their support.
3. Communicated to staff through workshops and training the importance of positive relationships between parents and children.
4. Effectively linked parents to community programs and resources within the community that provide support services to families.
5. Provided computer training and access to computers in the Parent Resource Centers for parents and families.
6. Sponsored parent education workshops and other courses or training for parents.

COMMUNICATING – Effective communications from school to home and home to school about school programs and children's progress.
EFFECTIVE STRATEGIES
1. Provided staff development for teachers and parent liaisons regarding effective communication techniques and the importance of regular two-way communication between parents and the teacher.
2. Provided workshops for parents regarding effective communication techniques and the importance of regular two-way communication between parents and the teacher.
3. Provided opportunities such as First Day Celebration, Community Outreach Meetings and the Citywide Parent Conference, for parents to communicate with principals and other district administrators.
4. Disseminated information through the parent centers, parent liaisons and at parent forums on school reform, district policies, district goals, discipline procedures, student assessments and other related programs and events.
5. Disseminated a district newsletter of parent and family events and programs the newsletters were in English and Spanish.
6. Disseminated information about school and district programs and events on cable TV.
7. Provided language translators to assist families as needed at district and School Leadership Team events.
8. Established Parent Liaisons in 80 % of our schools to support the parent involvement program in the schools.
9. Established a parent room in each school where space permitted, for volunteer work, meetings, and resources for parents.
10. Established a Father's Network for students in Newark Public Schools to encourage fathers to be more involved with their children's education.

VOLUNTEERING – Involving parents as volunteers and audiences at the school or in other locations to support the students and school programs.
EFFECTIVE STRATEGIES
1. Provided an easily accessible parent volunteer academy program in every elementary school for using parent and community volunteers.
2. Designed opportunities for parents with limited time and resources to participate in activities from home or for special events.
3. Designed the "Youth Salute to Parents", an annual event to acknowledge and thank our volunteers for their participation and diverse contributions to our schools.
4. Provided the opportunity for parent volunteers to work in areas of interest, talents and availability.

LEARNING AT HOME – Involving families with their children in homework and other related activities and decisions to support learning.
EFFECTIVE PRACTICES
1. Sponsored workshops at the schools and in the parent resource centers to provide information regarding creating an environment for learning at home; monitoring homework; the importance of reading at home; helping at home with math.

2. Dessemminated information to parents about for student learning in each subject at each grade level.
3. Sponsored workshops and distributed information to assist parents in understanding how students can improve their skills in reading and math; perform well on assessments how; and meet class expectations in all areas.

DECISION MAKING –Developing parent leaders and including families as participants in school decisions, governance and advocacy.
EFFECTIVE PRACTICES
1. Established a District Parent Advisory Council for Newark Public Schools with representatives from each School Leadership Team, Secondary Parent Council, Special Education Parent Council; PTA and the community, to seek and encourage parent participation in decision-making that affects students of the Newark Public Schools.
2. Provided parents with current information regarding school reform initiatives, policies, practices, curriculum, budget, safety, facilities and school performance data.
3. Established a districtwide process for resolving problems, appealing decisions and raising issues or concerns.
4. Shared with parents at meetings and district events the Annual Report of school performance and program information.
5. Included parents as members of the School Management Teams and committees.

COLLABORATING WITH THE COMMUNITY - Sponsoring programs for community collaboration and cooperation to provide greater resources and services from the community, for families, students and the school.
EFFECTIVE PRACTICES
1. Encouraged and assisted each school to develop partnerships with local community businesses and service groups to support student learning and assist schools and families.
2. Sponsored a Principal for A Day event inviting community agencies, businesses and leaders to participate in the schools.
3. Collaborated with community agencies and service organizations to provide family support for our Grandfamilies.
4. Informed parent liaisons and Community Development staff of the resources available in the community and strategies for using those services.
5. Collaborated with community partners to hold events such as health fairs, job fairs, investment seminars, homebuyer's seminars, grandfamilies support network meetings and other learning opportunities to inform parents and families about community resources and services.
6. Recruited community partners to serve as host for First Day of School Celebrations in the schools.

STRATEGIES FOR STRENGTHENING AND REFINING THE ROLE OF THE
NEWARK PUBLIC SCHOOLS ADVISORY BOARD IN POLICYMAKING

The Newark Public Schools Advisory Board has engaged in a number of activities designed to strengthen and refine its role in policymaking. The activities include local retreats and training sessions, attendance at state school boards training sessions, participation in training sessions offered by the council of great city schools. In addition, the advisory board members attend the superintendent's community outreach meetings to hear the comments and questions offered by the community. The advisory board is organized into five committees- community development, curriculum, facilities management, financial affairs, and legal. Curriculum, facilities management and financial affairs are functioning on a regular monthly basis with the others meeting occasionally. The operational committees present items for board discussion and approval. The advisory board has set a goal to meet mandated quality assurances and mandated local school evaluation items according to timelines.

Class Size
Reduction
School by
School
Summary by

Grade Level

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Ann Street/K	103	7	7 Teachers/7Aides	Yes	
Ann Street/1st Grade	135	6	6	No	
Ann Street/2nd Grade	124	5	5	No	
Ann Street/3rd Grade	106	5	5	Yes	*The Newark Public Schools are*
Ann Street/4th Grade	123	5	5	No	*addressing the critical issue of*
Ann Street/5th Grade	116	5	5	Yes	*schoo/classroom over-subscription*
Ann Street/6th Grade	136	5	5	No	*with both long term planning and*
Ann Street/7th Grade	125	5	5	No	*concurrent action. The Newark Public*
Ann Street/8th Grade	121	5	5	No	*Schools Five-Year Facilities Management*
Burnet/Pre-K	15	1	1 Teacher/1 Aide	Yes	*Plan is a comprehensive working*
Burnet/K	40	2	2 Teachers/2 Aides	Yes	*document that details new school*
Burnet/1st Grade	48	2	2	No	*construction and building renovation*
Burnet/2nd Grade	42	2	2	Yes	*required to provide adequate classroom*
Burnet/3rd Grade	46	2	2	No	*space for the long term needs of*
Burnet/4th Grade	35	2	2	Yes	*projected school enrollments. Near*
Burnet/5th Grade	41	2	2	Yes	*term and current oversubscription*
Burnet/6th Grade	42	2	2	Yes	*needs are being addressed through*
Burnet/7th Grade	38	2	2	Yes	*the use of Temporary Classroom*
Burnet/8th Grade	58	2	2	No	*Units (TCUs) at the more critical school*
Cleveland/Pre-K	14	1	1 Teacher/1 Aide	Yes	*locations and employment of additional*
Cleveland/K	37	2	2 Teachers/2 Aides	No	*teachers through the federally funded*
Cleveland/1st Grade	34	3	3	Yes	*Class Size Reduction Program Grant.*
Cleveland/2nd Grade	40	2	2	Yes	
Cleveland/3rd Grade	37	3	3	Yes	
Cleveland/4th Grade	50	3	3	Yes	
Cleveland/5th Grade	39	2	2	Yes	
Dr. King/K	41	3	3 Teachers/3 Aides	Yes	
Dr. King/1st Grade	54	3	3	Yes	
Dr. King/2nd Grade	61	3	3	Yes	
Dr. King/3rd Grade	62	3	3	Yes	
Dr. King/4th Grade	58	3	3	Yes	
Dr. King/5th Grade	60	3	3	Yes	
Dr. King/6th Grade	67	3	3	Yes	
Dr. King/7th Grade	49	2	2	No	
Dr. King/8th Grade	56	3	3	Yes	
Eighteenth Ave/Pre-K	11	1	1 Teacher/1 Aide	Yes	
Eighteenth Ave/K	23	2	2 Teachers/2 Aides	Yes	
Eighteenth Ave/1st G	26	2	2	Yes	
Eighteenth Ave/ 2nd G	30	2	2	Yes	
Eighteenth Ave/3rd G	28	2	2	Yes	
Eighteenth Ave/4th G	41	2	2	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Eighteenth Ave/5th G	42	2	2	Yes	
Harold Wilson/6th Gr	70	3	3	Yes	
Harold Wilson/7th Gr	81	3	3	No	
Harold Wilson/8th Gr	62	3	3	Yes	*The Newark Public Schools are*
Hawkins/Pre-K	15	1	1 Teacher/1 Aide	Yes	*addressing the critical issue of*

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Hawkins/K	63	4	4 Teachers/4 Aides	Yes	*schoo/classroom over-subscription*
Hawkins/1st Grade	85	4	4	Yes	*with both long term planning and*
Hawkins/2nd Grade	55	4	4	Yes	*concurrent action. The Newark Public*
Hawkins/3rd Grade	72	4	4	Yes	*Schools Five-Year Facilities Management*
Hawkins/4th Grade	72	4	4	Yes	*Plan is a comprehensive working*
Hawkins/5th Grade	65	3	3	Yes	*document that details new school*
Hawkins/6th Grade	57	3	3	Yes	*construction and building renovation*
Hawkins/7th Grade	63	3	3	Yes	*required to provide adequate classroom*
Hawkins/8th Grade	68	3	3	Yes	*space for the long term needs of*
Lafayette/Pre-K	30	2	2 Teachers/2 Aides	Yes	*projected school enrollments. Near*
Lafayette/K	82	4	4 Teachers/4 Aides	Yes	*term and current oversubscription*
Lafayette/1st Grade	87	4	4	No	*needs are being addressed through*
Lafayette/2nd Grade	73	4	4	Yes	*the use of Temporary Classroom*
Lafayette/3rd Grade	79	4	4	Yes	*Units (TCUs) at the more critical school*
Lafayette/4th Grade	79	5	5	Yes	*locations and employment of additional*
Lafayette/5th Grade	102	6	6	Yes	*teachers through the federally funded*
Lafayette/6th Grade	92	5	5	Yes	*Class Size Reduction Program Grant.*
Lafayette/7th Grade	74	5	5	Yes	
Lafayette/8th Grade	80	5	5	Yes	
Morton/5th Grade	68	4	4	Yes	
Morton/6th Grade	80	6	6	Yes	
Morton/7th Grade	78	5	5	Yes	
Morton/8th Grade	60	4	4	Yes	
Newton/K	34	3	3 Teachers/3 Aides	Yes	
Newton/1st Grade	48	3	3	Yes	
Newton/2nd Grade	49	3	3	Yes	
Newton/3rd Grade	65	3	3	No	
Newton/4th Grade	54	3	3	Yes	
Newton/5th Grade	64	3	3	Yes	
Newton/6th Grade	54	3	3	Yes	
Newton/7th Grade	55	3	3	Yes	
Newton/8th Grade	55	3	3	Yes	
Oliver/Pre-K	30	2	2 Teachers/2 Aides	Yes	
Oliver/K	80	4	4 Teachers/4 Aides	Yes	
Oliver/1st Grade	70	3	3	No	
Oliver/2nd Grade	65	3	3	No	
Oliver/3rd Grade	72	4	4	Yes	
Oliver/4th Grade	78	4	4	Yes	
Oliver/5th Grade	66	3	3	Yes	
Oliver/6th Grade	107	5	5	Yes	
Oliver/7th Grade	101	5	5	Yes	
Oliver/8th Grade	97	5	5	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Quitman/Pre-K	26	2	2 Teachers/2 Aides	Yes	
Quitman/K	85	5	5 Teachers/5 Aides	Yes	
Quitman/1st Grade	63	5	5	Yes	*The Newark Public Schools are*
Quitman/2nd Grade	59	6	6	Yes	*addressing the critical issue of*
Quitman/3rd Grade	77	5	5	Yes	*schoo/classroom over-subscription*
Quitman/4th Grade	75	6	6	Yes	*with both long term planning and*
South Street/K	32	3	3 Teachers/3 Aides	Yes	*concurrent action. The Newark Public*
South Street/1st Grade	49	3	3	Yes	*Schools Five-Year Facilities Management*
South Street/2nd	39	3	3	Yes	*Plan is a comprehensive working*

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Grade					
South Street/3rd Grade	51	3	3	Yes	*document that details new school*
South Street/4th Grade	54	3	3	Yes	*construction and building renovation*
South Street/5th Grade	45	3	3	Yes	*required to provide adequate classroom*
Sussex/Pre-K	17	2	2 Teachers/2 Aides	Yes	*space for the long term needs of*
Sussex/K	39	2	2 Teachers/2 Aides	Yes	*projected school enrollments. Near*
Sussex/1st Grade	56	3	3	Yes	*term and current oversubscription*
Sussex/2nd Grade	46	2	2	No	*needs are being addressed through*
Sussex/3rd Grade	43	3	3	Yes	*the use of Temporary Classroom*
Sussex/4th Grade	43	3	3	Yes	*Units (TCUs) at the more critical school*
Sussex/5th Grade	42	2	2	Yes	*locations and employment of additional*
Sussex/6th Grade	51	2	2	No	*teachers through the federally funded*
Sussex/7th Grade	38	2	2	Yes	*Class Size Reduction Program Grant.*
Sussex/8th Grade	38	2	2	Yes	
Warren/Pre-K	7	1	1 Teacher/1 Aide	Yes	
Warren/K	21	2	2 Teachers/2 Aides	Yes	
Warren/1st Grade	24	2	2	Yes	
Warren/2nd Grade	23	2	2	Yes	
Warren/3rd Grade	36	2	2	Yes	
Warren/4th Grade	25	2	2	Yes	
Warren/5th Grade	29	2	2	Yes	
Warren/6th Grade	34	2	2	Yes	
Warren/7th Grade	29	2	2	Yes	
Warren/8th Grade	25	2	2	Yes	
Wilson/Pre-K	30	2	2 Teachers/2 Aides	Yes	
Wilson/K	75	5	5 Teachers/5 Aides	Yes	
Wilson/1st Grade	100	5	5	Yes	
Wilson/2nd Grade	79	4	4	Yes	
Wilson/3rd Grade	86	4	4	No	
Wilson/4th Grade	100	4	4	No	
Wilson/5th Grade	109	5	5	Yes	
Wilson/6th Grade	99	4	4	Yes	
Wilson/7th Grade	90	4	4	Yes	
Wilson/8th Grade	99	5	5	Yes	
Avon/K	40	2	2 Teachers/2 Aides	Yes	
Avon/1st Grade	48	3	3	Yes	
Avon/2nd Grade	53	3	3	Yes	
Avon/3rd Grade	79	3	3	Yes	
Avon/4th Grade	88	4	4	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Avon/5th Grade	92	4	4	Yes	
Avon/6th Grade	91	4	4	Yes	
Avon/7th Grade	74	3	3	No	*The Newark Public Schools are*
Avon/8th Grade	78	3	3	No	*addressing the critical issue of*
Belmont-Runyon/Pre-K	15	1	1 Teacher/1 Aide	Yes	*schoo/classroom over-subscription*
Belmont-Runyon/K	40	2	2 Teachers/2 Aides	Yes	*with both long term planning and*
Belmont-Runyon/1st	48	2	2	No	*concurrent action. The Newark Public*
Belmont-Runyon/2nd	42	2	2	Yes	*Schools Five-Year Facilities Management*
Belmont-Runyon/3rd	52	3	3	Yes	*Plan is a comprehensive working*
Belmont-Runyon/4th	63	4	4	Yes	*document that details new school*
Belmont-Runyon/5th	79	4	4	Yes	*construction and building renovation*
Bragaw/K	37	2	2 Teachers/2 Aides	Yes	*required to provide adequate classroom*
Bragaw/1st Grade	44	2	2	No	*space for the long term needs of*

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Bragaw/2nd Grade	40	2	2	Yes	*projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
Bragaw/3rd Grade	40	2	2	Yes	
Bragaw/4th Grade	36	2	2	Yes	
Bragaw/5th Grade	54	2	2	No	
Bragaw/6th Grade	37	2	2	Yes	
Bragaw/7th Grade	42	2	2	Yes	
Bragaw/8th Grade	45	2	2	Yes	
Chancellor Annex/K	60	4	4 Teachers/4 Aides	Yes	
Chancellor Annex/1st	66	4	4	Yes	
Chancellor Annex/2nd	74	5	5	Yes	
Chancellor/3rd Grade	66	4	4	Yes	
Chancellor/4th Grade	63	4	4	Yes	
Chancellor/5th Grade	61	3	3	Yes	
Chancellor/6th Grade	72	3	3	No	
Chancellor/7th Grade	60	3	3	Yes	
Chancellor/8th Grade	63	3	3	Yes	
Clinton/Pre-K	30	2	2 Teachers/2 Aides	Yes	
Clinton/K	63	4	4 Teachers/4 Aides	Yes	
Clinton/1st Grade	52	3	3	Yes	
Clinton/2nd Grade	45	4	4	Yes	
Dayton/Pre-K	15	1	1 Teacher/1 Aide	Yes	
Dayton/K	37	3	3 Teachers/3 Aides	Yes	
Dayton/1st Grade	47	3	3	Yes	
Dayton/2nd Grade	44	3	3	Yes	
Dayton/3rd Grade	36	3	3	Yes	
Dayton/4th Grade	42	3	3	Yes	
Dayton/5th Grade	38	3	3	Yes	
Dayton/6th Grade	47	2	2	No	
Dayton/7th Grade	39	2	2	Yes	
Dayton/8th Grade	36	2	2	Yes	
GW Carver/K	82	5	5 Teachers/5 Aides	Yes	
GW Carver/1st Grade	93	5	5	Yes	
GW Carver/2nd Grade	83	5	5	Yes	
GW Carver/3rd Grade	105	7	7	Yes	
GW Carver/4th Grade	126	7	7	Yes	
GW Carver/5th Grade	121	6	6	Yes	
GW Carver/6th Grade	117	5	5	No	*The Newark Public Schools are addressing the critical issue of schoo/classroom over-subscription with both long term planning and concurrent action. The Newark Public Schools Five-Year Facilities Management Plan is a comprehensive working document that details new school construction and building renovation required to provide adequate classroom space for the long term needs of projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school*
GW Carver/7th Grade	95	4	4	No	
GW Carver/8th Grade	87	4	4	Yes	
Hawthorne/K	30	2	2 Teachers/2 Aides	Yes	
Hawthorne/1st Grade	40	2	2	Yes	
Hawthorne/2nd Grade	45	2	2	No	
Hawthorne/3rd Grade	47	2	2	No	
Hawthorne/4th Grade	52	3	3	Yes	
Hawthorne/5th Grade	65	3	3	Yes	
Hawthorne/6th Grade	46	2	2	Yes	
Hawthorne/7th Grade	41	2	2	Yes	
Hawthorne/8th Grade	41	2	2	Yes	
LA Spencer/Pre-K	15	1	1 Teacher/1 Aide	Yes	
LA Spencer/K	80	4	4 Teachers/4 Aides	Yes	
LA Spencer/1st Grade	83	6	6	Yes	
LA Spencer/2nd Grade	78	5	5	Yes	

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
LA Spencer/3rd Grade	90	6	6	Yes	*locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
LA Spencer/4th Grade	90	6	6	Yes	
LA Spencer/5th Grade	98	6	6	Yes	
LA Spencer/6th Grade	101	5	5	Yes	
LA Spencer/7th Grade	60	4	4	Yes	
LA Spencer/8th Grade	76	4	4	Yes	
Madison/Pre-K	30	2	2 Teachers/2 Aides	Yes	
Madison/K	60	5	5 Teachers/5 Aides	Yes	
Madison/1st Grade	81	5	5	Yes	
Madison/2nd Grade	90	5	5	Yes	
Madison/3rd Grade	65	4	4	Yes	
Madison/4th Grade	95	4	4	Yes	
Madison/5th Grade	82	4	4	Yes	
Maple/K	50	3	3 Teachers/3 Aides	Yes	
Maple/1st Grade	56	3	3	Yes	
Maple/2nd Grade	62	3	3	Yes	
Maple/3rd Grade	56	3	3	Yes	
Maple/4th Grade	96	4	4	No	
Maple/5th Grade	72	3	3	No	
Maple/6th Grade	68	3	3	Yes	
Maple/7th Grade	76	3	3	No	
Maple/8th Grade	60	3	3	Yes	
Miller/Pre-K	15	1	1 Teacher/1 Aide	Yes	
Miller/K	53	3	3 Teachers/3 Aides	Yes	
Miller/1st Grade	68	4	4	Yes	
Miller/2nd Grade	54	4	4	Yes	
Miller/3rd Grade	72	3	3	Yes	
Miller/4th Grade	48	3	3	Yes	
Miller/5th Grade	52	3	3	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Miller/6th Grade	65	3	3	Yes	
Miller/7th Grade	59	3	3	Yes	
Miller/8th Grade	51	3	3	Yes	*The Newark Public Schools are addressing the critical issue of schoo/classroom over-subscription with both long term planning and concurrent action. The Newark Public Schools Five-Year Facilities Management*
Peshine/K	59	4	4 Teachers/4 Aides	Yes	
Peshine/1st Grade	72	4	4	Yes	
Peshine/2nd Grade	84	4	4	Yes	
Peshine/3rd Grade	89	5	5	Yes	
Peshine/4th Grade	82	4	4	Yes	
Peshine/5th Grade	82	4	4	Yes	*Plan is a comprehensive working document that details new school construction and building renovation required to provide adequate classroom space for the long term needs of projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
Peshine/6th Grade	72	4	4	Yes	
Peshine/7th Grade	100	5	5	Yes	
Peshine/8th Grade	83	4	4	Yes	
WM Brown/6th Grade	128	5	5	No	
WM Brown/7th Grade	133	7	7	Yes	
WM Brown/8th Grade	92	4	4	Yes	
Abington/Pre-K	13	1	1 Teacher/1 Aide	Yes	
Abington/K	78	4	4 Teachers/4 Aides	Yes	
Abington/1st Grade	97	4	4	No	
Abington/2nd Grade	85	4	4	No	
Abington/3rd Grade	94	4	4	No	
Abington/4th Grade	85	5	5	Yes	
Abington/5th Grade	81	4	4	Yes	
Abington/6th Grade	94	3	3	No	

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Abington/7th Grade	87	3	3	No	
Abington/8th Grade	93	4	4	Yes	
Branch Brook/K	23	1	1 Teacher/1 Aide	No	
BranchBrook/1st Gr	23	1	1	No	
Branch Brook/2nd Gr	22	1	1	No	
Branch Brook/3rd Gr	19	1	1	Yes	
Branch Brook/4th Gr	24	1	1	No	
Branch Brook/5th Gr	25	1	1	No	
Broadway/K	35	2	2 Teachers/2 Aides	Yes	
Broadway/1st Grade	41	3	3	Yes	
Broadway/2nd Grade	36	3	3	Yes	
Broadway/3rd Grade	42	3	3	Yes	
Broadway/4th Grade	39	3	3	Yes	
Flagg/K	53	3	3 Teachers/3 Aides	Yes	
Flagg/1st Grade	48	3	3	Yes	
Flagg/2nd Grade	44	3	3	Yes	
Flagg/3rd Grade	66	3	3	No	
Flagg/4th Grade	50	3	3	Yes	
Flagg/5th Grade	73	3	3	No	
Flagg/6th Grade	69	3	3	Yes	
Flagg/7th Grade	61	3	3	Yes	
Flagg/8th Grade	77	3	3	No	
Horton/K	85	4	4 Teachers/4 Aides	No	
Horton/1st Grade	98	4	4	No	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Horton/2nd Grade	97	4	4	No	
Horton/3rd Grade	113	5	5	No	
Horton/4th Grade	108	4	4	No	*The Newark Public Schools are addressing the critical issue of schoo/classroom over-subscription with both long term planning and concurrent action. The Newark Public Schools Five-Year Facilities Management Plan is a comprehensive working document that details new school construction and building renovation required to provide adequate classroom space for the long term needs of projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
Horton/5th Grade	94	5	5	Yes	
Horton/6th Grade	114	4	4	Yes	
Horton/7th Grade	103	4	4	No	
Horton/8th Grade	95	4	4	No	
Elliott/Pre-K	25	2	2 Teachers/2 Aides	Yes	
Elliott/K	127	6	6 Teachers/6 Aides	No	
Elliott/1st Grade	152	6	6	No	
Elliott/2nd Grade	138	6	6	No	
Elliott/3rd Grade	141	6	6	No	
Elliott/4th Grade	124	6	6	Yes	
First Ave/K	69	3	3 Teachers/3 Aides	No	
First Ave/1st Grade	73	3	3	No	
First Ave/2nd Grade	54	4	4	Yes	
First Ave/3rd Grade	69	4	4	Yes	
First Ave/4th Grade	90	4	4	Yes	
First Ave/5th Grade	84	3	3	No	
First Ave/6th Grade	84	3	3	No	
First Ave/7th Grade	88	5	5	Yes	
First Ave/8th Grade	94	5	5	Yes	
Franklin/K	104	6	6 Teachers/6 Aides	Yes	
Franklin/1st Grade	110	7	7	Yes	
Franklin/2nd Grade	88	6	6	Yes	
Franklin/3rd Grade	111	6	6	Yes	
Franklin/4th Grade	112	7	7	Yes	
GH Jones/7th Grade	134	9	9	Yes	

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
GH Jones/8th Grade	168	9	9	Yes	
LL Marin/5th Grade	221	9	9	No	
LL Marin/6th Grade	190	9	9	Yes	
LL Marin/7th Grade	196	9	9	Yes	
LL Marin/8th Grade	156	7	7	Yes	
McKinley/Pre-K	51	4	4 Teachers/4 Aides	Yes	
McKinley/K	39	3	3 Teachers/3 Aides	Yes	
McKinley/1st Grade	52	3	3	Yes	
McKinley/2nd Grade	55	3	3	Yes	
McKinley/3rd Grade	59	3	3	Yes	
McKinley/4th Grade	50	3	3	Yes	
McKinley/5th Grade	152	7	7	Yes	
McKinley/6th Grade	155	8	8	Yes	
Clemente/Pre-K	13	1	1 Teacher/1 Aide	Yes	
Clemente/K	118	6	6 Teachers/6 Aides	Yes	
Clemente/1st Grade	106	6	6	Yes	
Clemente/2nd Grade	95	5	5	Yes	
Clemente/3rd Grade	134	7	7	Yes	
Clemente/4th Grade	113	7	7	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Hernandez/Pre-K	15	1	1 Teacher/1 Aide	Yes	
Hernandez/K	31	2	2 Teachers/2 Aides	Yes	
Hernandez/1st Grade	42	2	2	Yes	*The Newark Public Schools are addressing the critical issue of schoo/classroom over-subscription with both long term planning and concurrent action. The Newark Public Schools Five-Year Facilities Management*
Hernandez/2nd Grade	47	2	2	No	
Hernandez/3rd Grade	45	2	2	No	
Hernandez/4th Grade	35	2	2	Yes	
Hernandez/5th Grade	108	4	4	No	
Hernandez/6th Grade	126	5	5	No	
Hernandez/7th Grade	125	5	5	No	*Plan is a comprehensive working document that details new school construction and building renovation required to provide adequate classroom space for the long term needs of projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
Hernandez/8th Grade	152	5	5	No	
Ridge/K	51	4	4 Teachers/4 Aides	No	
Ridge/1st Grade	79	4	4	Yes	
Ridge/2nd Grade	70	4	4	Yes	
Ridge/3rd Grade	69	5	5	Yes	
Ridge/4th Grade	87	5	5	Yes	
Ridge/5th Grade	96	5	5	Yes	
Ridge/6th Grade	126	5	5	No	
Ridge/7th Grade	98	4	4	No	
Ridge/8th Grade	104	4	4	No	
Roseville/K	50	2	2 Teachers/2 Aides	No	
Roseville/1st Grade	44	2	2	No	
Roseville/2nd Grade	40	2	2	Yes	
Roseville/3rd Grade	36	2	2	Yes	
Roseville/4th Grade	32	2	2	Yes	
Alexander/1st Grade	66	4	4	Yes	
Alexander/2nd Grade	112	5	5	Yes	
Alexander/3rd Grade	106	6	6	Yes	
Alexander/4th Grade	111	5	5	Yes	
Alexander/5th Grade	110	4	4	Yes	
Boylan/Pre-K	26	2	2 Teachers/2 Aides	Yes	
Boylan/K	90	5	5 Teachers/5 Aides	Yes	
Boyland/1st Grade	36	2	2	Yes	
Camden Middle/5th G	144	6	6	No	

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
Camden Middle/6th G	170	6	6	No	
Camden Middle/7th G	178	7	7	No	
Camden Middle/8th G	142	6	6	No	
Camden St/Pre-K	42	3	3 Teachers/3 Aides	Yes	
Camden St/K	66	4	4 Teachers/4 Aides	Yes	
Camden St/1st Grade	86	4	4	No	
Camden St/2nd Grade	60	4	4	Yes	
Camden St/3rd Grade	88	4	4	No	
Camden St/4th Grade	74	4	4	Yes	
Fifteenth Ave/Pre-K	13	1	1 Teacher/1 Aide	Yes	
Fifteenth Ave/K	31	2	2 Teachers/2 Aides	Yes	
Fifteenth Ave/1st Grade	34	2	2	Yes	
Fifteenth Ave/2nd Grade	35	2	2	Yes	
Fifteenth Ave/3rd Grade	34	2	2	Yes	
School & Class Level	**# of Students**	**# of Classes**	**# of Teachers/Aides**	**Compliance w/ Abb. Reg**	**Strategies to Address Non Compliance**
Fifteenth Ave/4th Grade	35	2	2	Yes	
Fifteenth Ave/5th Grade	41	2	2	Yes	
Fourteenth Ave/K	22	2	2 Teachers/2 Aides	Yes	*The Newark Public Schools are*
Fourteenth Ave/1st	34	2	2	Yes	*addressing the critical issue of*
Fourteenth Ave/2nd	25	2	2	Yes	*schoo/classroom over-subscription*
Fourteenth Ave/3rd	34	2	2	Yes	*with both long term planning and*
Fourteenth Ave/4th	34	2	2	Yes	*concurrent action. The Newark Public*
Tubman/Pre-K	15	1	1 Teacher/1 Aide	Yes	*Schools Five-Year Facilities Management*
Tubman/K	58	3	3 Teachers/3 Aides	Yes	*Plan is a comprehensive working*
Tubman/1st Grade	51	3	3	Yes	*document that details new school*
Tubman/2nd Grade	47	3	3	Yes	*construction and building renovation*
Tubman/3rd Grade	69	3	3	No	*required to provide adequate classroom*
Tubman/4th Grade	56	3	3	Yes	*space for the long term needs of*
Tubman/5th Grade	25	1	1	No	*projected school enrollments. Near*
Tubman/6th Grade	19	1	1	Yes	*term and current oversubscription*
Lincoln/Pre-K	15	1	1 Teacher/1 Aide	Yes	*needs are being addressed through*
Lincoln/K	63	3	3 Teachers/3 Aides	Yes	*the use of Temporary Classroom*
Lincoln/1st Grade	87	5	5	Yes	*Units (TCUs) at the more critical school*
Lincoln/2nd Grade	84	5	5	Yes	*locations and employment of additional*
Lincoln/3rd Grade	96	5	5	Yes	*teachers through the federally funded*
Lincoln/4th Grade	105	4	4	Yes	*Class Size Reduction Program Grant.*
Lincoln/5th Grade	87	4	4	Yes	
Mt. Vernon/Pre-K	15	1	1 Teacher/1 Aide	Yes	
Mt. Vernon/K	125	6	6 Teachers/6 Aides	Yes	
Mt. Vernon/1st Grade	113	6	6	Yes	
Mt. Vernon/2nd Grade	111	7	7	Yes	
Mt. Vernon/3rd Grade	121	7	7	Yes	
Mt. Vernon/4th Grade	117	6	6	Yes	
Mt. Vernon/5th Grade	108	6	6	Yes	
S. 17th St/Pre-K	15	1	1 Teacher/1 Aide	Yes	
S. 17th St/K	54	3	3 Teachers/3 Aides	Yes	
S. 17th St/1st Grade	53	3	3	Yes	
S. 17th St/2nd Grade	58	3	3	Yes	

School & Class Level	# of Students	# of Classes	# of Teachers/Aides	Compliance w/ Abb. Reg	Strategies to Address Non Compliance
S. 17th St/3rd Grade	65	4	4	Yes	
S. 17th St/4th Grade	55	3	3	Yes	
S. 17th St/5th Grade	53	3	3	Yes	
S. 17th St/6th Grade	71	3	3	No	
S. 17th St/7th Grade	59	3	3	Yes	
S. 17th St/8th Grade	48	2	2	No	
Speedway/K	38	2	2 Teachers/2 Aides	Yes	
Speedway/1st Grade	47	3	3	Yes	
Speedway/2nd Grade	45	3	3	Yes	
Speedway/3rd Grade	51	3	3	Yes	
Speedway/4th Grade	50	3	3	Yes	
Thirteenth/Pre-K	30	2	2 Teachers/2 Aides	Yes	
Thirteenth/K	57	4	4 Teachers/4 Aides	Yes	
Thirteenth/1st Grade	68	4	4	Yes	
Thirteenth/2nd Grade	58	4	4	Yes	*The Newark Public Schools are addressing the critical issue of schoo/classroom over-subscription with both long term planning and concurrent action. The Newark Public Schools Five-Year Facilities Management*
Thirteenth/3rd Grade	74	4	4	Yes	
Thirteenth/4th Grade	61	4	4	Yes	
Thirteenth/5th Grade	76	4	4	Yes	
Thirteenth/6th Grade	77	5	5	Yes	
Thirteenth/7th Grade	73	5	5	Yes	
Thirteenth/8th Grade	61	4	4	Yes	*Plan is a comprehensive working document that details new school construction and building renovation required to provide adequate classroom space for the long term needs of projected school enrollments. Near term and current oversubscription needs are being addressed through the use of Temporary Classroom Units (TCUs) at the more critical school locations and employment of additional teachers through the federally funded Class Size Reduction Program Grant.*
Vailsburg/6th Grade	294	11	11	No	
Vailsburg/7th Grade	227	10	10	Yes	
Vailsburg/8th Grade	259	10	10	No	